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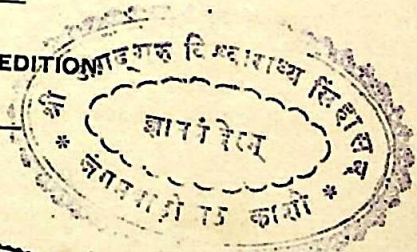
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NEW MANUAL ಇದರಲ್ಲಿ
 OF ವಿವರಣೆ

ENGLISH GRAMMAR.

REVISED EDITION



LONDON:
 THE CHRISTIAN LITERATURE SOCIETY,
 35 JOHN STREET, BEDFORD ROW, W.C.

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The book contains abundant exercises. No apology is made for the large proportion of these which consist of errors to be corrected. If rightly used, no class of exercise is more useful than this. Pupils should be required to correct the sentences *in writing, unaided*, writing only the corrected form. Then, and *not till then*, should the exercises be done in class. Subsequently, in periods of review, pupils should be required to correct the sentences at sight. In English and American Secondary Schools the correction of false grammar is an exercise increasingly used by the best teachers. Where English is studied as a foreign tongue such exercises are still more useful and necessary.

LONDON,

December 2nd, 1911.

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NEW MANUAL

OF

ENGLISH GRAMMAR.

INTRODUCTION.

1. WE make known our thoughts by **Spoken and Written Language**.

The word *Language* comes from a Latin word meaning the *tongue*. *Spoken* language was before *written* language.

Spoken Language is made up of *sounds*.

The sounds made in speaking are said to be *articulate*; while those made by dogs, &c., are called *inarticulate*. *Articulate* means *jointed*. Articulate sounds join together. Man alone is able to speak.

Written Language is made up of letters, which stand for sounds.

Sounds, or letters, are united to form **Words**.

Two or more words having a full meaning, form a **Sentence**.

The word *Sentence* comes from a Latin word meaning *what one thinks*.

GRAMMAR explains the proper use of language.

The word *Grammar* comes from a Greek word meaning a *letter*.

ENGLISH GRAMMAR teaches us to speak and write the English language correctly.

2. The three principal divisions of Grammar are ORTHOGRAPHY, ETYMOLOGY, and SYNTAX.

Orthography treats of *letters*; Etymology, of *words*, and Syntax, of *the arrangement of words in sentences*.

Prosody, which treats of the *laws of metre or versification*, is a fourth division of Grammar.

ORTHOGRAPHY.

3. ORTHOGRAPHY teaches the forms and sounds of letters, and the right way of spelling words.

The word *Orthography* comes from a Greek word meaning *correct writing*.

CAPITALS AND SMALL LETTERS.

A **Letter** is a mark which stands for a simple sound.

The letters of any language are called its **Alphabet**. The English Alphabet contains twenty-six letters.

The word **Alphabet** comes from *Alpha, beta*, the first two Greek letters. In the same way we use "A, B, C," in the sense of *Alphabet*.

Letters have two forms—**capitals** and **small letters**.

The word *Capital* comes from a Latin word meaning *head*.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

The above are called **Roman characters**. Others, named *Italics*, are sometimes used to point out emphatic or important words. In the Bible, however, Italics denote that there are no words answering to the in the original.

Words intended to be very emphatic are often printed in **SMALL CAPITALS**.

4. The following words should begin with capitals:—

(1) The first word of every sentence.

(2) The first word of every line of poetry.

- (3) The first word of a *direct* quotation.¹
- (4) The names of the Supreme Being.
- (5) All proper names, and words derived from them, whether nouns or adjectives.
- (6) The title of a person or of a book; as, His Majesty, Macaulay's *History of England*.
- (7) Common names personified, or spoken of as persons; as, "O Death!"
- (8) Names of the days of the week and of the months of the year.
- (9) Any important word; as, the "Reformation."
- (10) The words *I* and *O*.
- (11) Single letters standing for words, as, B.A., M.A.

EXERCISE I.

Correct the errors in the use of Capital Letters in the following sentences :

When socrates was Building himself a House at athens, being asked by one that observed the littleness of the Design, Why a man so eminent would not have an abode more suitable to his dignity: "i shall think Myself sufficiently Accommodated," replied he, "If i shall see that narrow Habitation filled with real friends."

Once to every man and Nation comes the moment to decide,
In the Strife of truth with falsehood, for the good or evil Side.

Anne, queen of great britain and ireland, ascended the Throne on the 8th of March, 1701; and Died on the 1st of august, 1714. her Reign was rendered remarkable by the Victories of the duke of marlborough on the continent of europe, And the union Between england and scotland.

these are Thy Glorious Works, parent of Good!
almighty, Thine this universal frame!

Carlyle wrote: "remember, now and always, that Life is no Idle Dream, but a Solemn Reality based upon eternity, and encompassed by eternity. Find out your Task: Stand to it: the Night cometh when no Man can Work."

i am monarch of all i Survey,
my right there is none to Dispute;
from the Centre all round to the sea,
i am Lord of the Fowl and the Brute.

¹ A *quotation* is the repeating of something said or written by another. A quotation is direct when *the very words* are repeated. Thus, "He said, 'I will come.'" Here we have a *direct* quotation; in "He said he would come," we have an *indirect* one.

o solitude ! Where are the charms,
that Sages have seen in thy face ?
better Dwell in the midst of alarms,
than Reign in this Horrible Place.

Hear the words of solomon, the Wise King of Israel ; fear god, & keep his Commandments ; For this is the whole Duty of Man."

the st. george Arrived at kingstown From liverpool on tuesday evening at Eight o'clock. and will Sail at six O'clock on thursday morning

VOWELS AND CONSONANTS.

5. Letters are divided into VOWELS and CONSONANTS

A Vowel is a letter which can be sounded by itself.

A Consonant is a letter which cannot be sounded without the help of a vowel.

Vowel comes from a word which means *sounding* ; *Consonant*, from a word which means *sounding together*.

The Vowels are, a, e, i, o, u, with w and y when they do not begin a syllable. The remaining letters, with and y when they begin a syllable, are Consonants.

The vowels have different sounds, long, short, &c., as, a in *tan* man, far, fall.

The letters w and y are sometimes called *Semi-vowels* or *Half-vowels* as they are used both as vowels and consonants.

Letters which are not sounded are said to be *silent* ; as, g in *sign*.

The English Alphabet is very defective. The same letter often stands for different sounds ; the same sound is represented by different letters are sometimes silent, as in *know*. Some letters, as c, q, and are unnecessary : c may be represented by s or k, q by kw, and x

6. Two vowels sounded together form a **Diphthong**.

Diphthong (pronounced *dip'-thong*), means two sounds.

When both vowels are heard, it is called a **proper**, or **true**, *Diphthong*, as, oy in *boy*. When only one vowel is heard, it is called an **improper**, or **false**, *Diphthong* ; as, eo in *people*.

Three vowels sounded together form a **Triphthong** ; as, ieu in *view*, or eau in *beauty*.

EXERCISE II.

Point out the Vowels, Consonants, Silent letters, Proper and Improper Diphthongs, and Triphthongs, in the following words :—

how	laugh	easy	Cæsar
why	heard	beautiful	praise
two	honour	league	howl
yew	piece	believe	maul
window	clean	view	typhoon
yellow	twitch	thousand	ruc
sweetly	away	noise	sew
cow	moan	boy	mew
eye	row	feud	leisure
ewe	yesterday	straw	heroic
bear	awful	mice	coward
haul	whether	herb	weather
myrtle	twin	quit	onion
buoy	hyssop	knife	malign

Write six words in which w is a vowel, and six in which it is a consonant.

Write six words in which y is a vowel, and six in which it is a consonant.

Write six words containing proper diphthongs, and six containing improper diphthongs.

SYLLABLES AND WORDS.

7. A Syllable is as much of a word as can be sounded at once.

In every syllable there must be at least one vowel.

A Word is an articulate sound, having some meaning.

A Prim'itive Word is one in its simplest form ; as, *large, good*. A word of this kind is sometimes called a root.

A Deriv'ative Word is one that is formed from some simpler word ; as, *larger, goodness*.

Primitive comes from a word meaning *first* ; *Derivative* means *drawn from*.

A Simple Word is not made up of other words ; as, *pen*.

A Compound Word consists of two or more simple words ; as, *pen-knife, notwithstanding*.

8. A word of *one* syllable is called a *Monosyllable*; of *two* syllables, a *Dissyllable*; of *three*, a *Trisyllable*; of more than three, a *Polysyllable*.

Mono- means one; *di-* two; *tri-* three; *poly-* many.

Accent is the stress of the voice upon a certain *syllable*; as *dis-fa*.

Emphasis is the stress of the voice upon an important *word*.

In writing, it is often necessary to divide words at the end of line.

The following rules should be observed:—

(1) Divide according to pronunciation; as, ru-in.

(2) Separate compound words into the simple words of which they are composed; as, pen-man.

(3) Keep the root whole in derivative words; separate grammatical prefixes and endings; as, re-form-er.

(4) Never divide words of one syllable, or letters of the same syllable.

Compound words should not be divided, except where it is necessary at the end of a line; thus, *likewise* should not be written *like wise*.

EXERCISE III.

Divide the following words into syllables and mark the accented Syllable in each; as, re-form'.

reflection	neighbour	musician	addition
turmoil	notion	flexible	strangle
embarrass	sensual	extension	stupor
dungeon	justice	condition	tissue
builder	tuneful	incomprehensible	beehive
rejoice	symptom	condescend	martyr
annoy	unanimous	river	purloin
leopard	antiquity	lesson	potential
marriage	foliage	continent	genuine
honest	salvation	promises	avoid
council	costume	credible	creature
decisive	exhaust	glutton	exercise
incline	conspicuous	globular	income
embrace	equivocal	fulfil	hapless
monarchy	monument	factory	incident
seamanship	electric	emergence	erudite
theatre	detonate	efface	spherical
concert	eternal	inductive	theorize
devious	mortality	separate	unicorn
implicate	pimple	protrude	parable
justify	sentinel	quadruped	surfeit

ETYMOLOGY.

9. **ETYMOLOGY** treats of words considered separately—their history, derivation, classification, and the changes they undergo.

The changes in the forms of words are called **Inflexions**.

PARTS OF SPEECH.

10. The different classes into which words are divided are called **Parts of Speech**.

There are eight parts of speech, namely, the **Noun**, the **Adjective**, the **Pronoun**, the **Verb**, the **Adverb**, the **Preposition**, the **Conjunction**, and the **Interjection**.

The **Article** is sometimes reckoned as a distinct part of speech, but it is an adjective.

The articles are *a*, or *an*, and *the*. The word *article* comes from a Latin word meaning *little joint*. Articles are always joined to nouns.

11. A **NOUN** is the name of a person, place, or thing; as, *boy*, *London*, *book*, *sweetness*, *stone*.

The word *Noun* comes from a Latin word meaning *name*.

12. An **ADJECTIVE** is a word which qualifies a noun; as, a *good* man; *four* boys.

The word *Adjective* comes from a Latin word meaning *thrown to*.

13. A **PRONOUN** is a word used in the place of a noun; as, If John is here, tell *him* to come.

Pro is a Latin prefix meaning *for*.

14. A **VERB** is a word which *declares* or *tells* something about some person or thing; as, I *am*; the man *works*.

The word *Verb* comes from a Latin word meaning *word*. There cannot be a sentence without a verb.

15. An **ADVERB** is a word which goes with a verb, an adjective or another adverb, to modify its meaning; as,

speak *correctly* ; a *very* large mango ; you write *too* quick ;
 the train was *partly* over the bridge.

Ad is a Latin prefix meaning *to*.

16. A PREPOSITION is a word placed before a noun or a pronoun to show how the person or thing denoted stands in relation to some other person or thing ; as, A house *on* a hill.

Preposition comes from a Latin word meaning *placed before*.

17. A CONJUNCTION is a word which joins words or sentences ; as, Rice *and* curry ; John went home, *but* James remained.

Conjunction comes from a Latin word meaning *joined together*.

18. AN INTERJECTION is a word which expresses some sudden feeling ; as, *Ah ! Alas !*

Interjection comes from a Latin word meaning *thrown between*.

THE NOUN.

19. A NOUN is the name of a person, place, or thing. The *name* of anything we can think of, living or lifeless, is a noun. The **THING ITSELF** is not a noun—only its *name*.

Nouns are either Concrete or Abstract.

20. A Concrete Noun denotes something that has an actual and separate existence ; as *John, house, army, gold*. Concrete Nouns are either *Proper, Common, Collective, or Material*.

21. A Proper Noun denotes only one person or thing which it distinguishes from all others ; as, *John Smith, Madras, Africa*.

A proper noun may belong equally to many individuals, but whenever it is used it denotes only one of them. There are many different persons called John Smith, but whenever we use the name we refer to a particular person.

ticular person and no other. The word **proper** comes from a Latin word meaning *own*. A proper name is *one's own name*.

22. A Common Noun is one that denotes any individual of a particular *class* or *kind*; as, dog, town, table. Common nouns are, therefore, often called **Class Names**.

The fundamental distinction between **Common** and **Proper** nouns is that the former have meaning and the latter have not. A proper noun merely indicates or points out an individual. It is a mark or sign only, and implies no quality as belonging to the object denoted. A common noun on the other hand implies that the individual denoted by it possesses the various qualities that are distinctive of, and essential to, the class of which it is the name. Proper names are thus in a sense arbitrary, while common names are not. A man who has a horse called Victor and a dog called Bruce may change the names if he chooses, and call the horse Bruce and the dog Victor, but he cannot so change the common names horse and dog, for these names *have a meaning*. Most proper names have a meaning in their *origin* or derivation, but *in their use they have none*.

Proper nouns are used as **Common** when they denote a class or one of the individuals of a class; as, *the Cæsars, the Howards, the Solomon* of his age.

A **Common** noun becomes **Proper** when it points out a particular person or thing. It is then preceded by an adjective, generally the definite article *the*; as, *the Earth*.

23. A Collective Noun denotes a number of persons or things taken as *one*; as *army, flock, crowd*.

Collective comes from a word meaning *gathered together*.

Collective nouns are also **Common**. There are many armies, flocks, crowds.

When a **Collective** noun is so used as that the individuals denoted are thought of separately and not as one body, it is called a **Noun of Multitude**; as, *The Committee were divided in opinion*.

24. Material Nouns denote the names of substances; as, *gold, iron, stone, wood*.

Material comes from a word meaning *matter*; that of which anything is made.

A word may be a **Material** or a **Common** noun, according to the sense; as, *Rice is eaten*; *Rice is a plant*. In the first sentence "*rice*" is a material noun; in the second, a common noun.

25. An Abstract Noun is the name of a state, quality or action; as *servitude, whiteness, truth, reading, laughter*.

An abstract noun denotes something that has no separate existence. *Redness, truth, virtue*, exist only in persons or things that are red, true or virtuous. But we can separate them in thought, and think or speak of them as though they existed independently.

The word *abstract* comes from a Latin word meaning *drawn off*.

Abstract Nouns may denote—(a) A quality; as, *honesty, hardness*. (b) A state; as, *health, sleep*; (c) A feeling or an action; as, *fast-running*; (d) Names of arts and sciences; as, *painting, astronomy*.

Abstract Nouns are used as common when they denote the person or thing to which the action, state or quality belongs. "Beauty admired," "His sight is keen" (abstract); "She is a beauty," "It is a glorious sight" (common).

Abstract Nouns are chiefly formed from:—

- (1) *Adjectives*; as, *wise, wisdom*; *idle, idleness*.
- (2) *Nouns*; as, *friend, friendship*; *thief, theft*.
- (3) *Verbs*; as, *see, sight*; *think, thought*.

EXERCISE IV.

Point out the Nouns in the following sentences, and name the Class to which each belongs:—

China is a country in Asia. The Earth is warmed by the rays of the sun. James told the truth. Gold is a precious metal. The people dispersed the crowd. London is the largest city in the world. The tea in the market to-day are inferior. Sunday is the first day of the week. Health is wealth. The people were divided in their opinions. The fleet sailed yesterday. The teacher is a man of learning. The judge dismissed the jury. The officer joined his regiment. Righteousness exalteth a nation, but sin is a reproach to any people. The power of speech separates man from the brute creation, and enables him to communicate his thought with speed and accuracy, helping him to maintain his supremacy. We speak of the dominion of mind over matter, but without speech mind would be an eagle without wings, a lamb without feet. Pride goeth before destruction, and a haughty spirit before a fall.

"The present scene, the future lot,
His toils, his wants, were all forgot."

"Our life is but a sleep and a forgetting;
The soul that rises with us, our life's star,
Hath elsewhere had its setting,
And cometh from afar."

INFLECTIONS OF NOUNS.

GENDER.

26. Gender is that form of the Noun which shows whether what is spoken of is *male*, *female*, or *neither*.

There are two sexes—the *male* sex and the *female* sex.

The names of males are of the *Masculine Gender*; the names of females are of the *Feminine Gender*. The names of things without life are *Neuter*; that is, neither masculine nor feminine.

The word *Gender* means *kind* or *class*. It belongs only to words. A *man* is of the male sex; the word *man* is of the masculine gender. *Masculine* comes from a word meaning *male*; *Feminine* from a word meaning *woman*; *Neuter* means *not either*.

27. Words applied to both sexes are said to be of the *Common gender*; as *parent*, *child*, *friend*, *servant*.

Collective nouns, though denoting living beings, are neuter; as, *crowd*, *multitude*.

Young children and the lower animals are usually spoken of as neuter.

Things without life are sometimes spoken of as if they were persons; as, "O gentle Sleep!" They are then said to be *personified*. Such nouns are either masculine or feminine.

Things remarkable for strength, courage, greatness, &c., are regarded as males; as, the Sun, Death, War, Time, Summer, Winter, &c.

Things giving the idea of beauty, fertility, gentleness, weakness, grace, &c., are regarded as females; the Moon, the Earth, Hope, Virtue, Charity, Peace, Liberty, Modesty, &c. A sailor calls his ship "she."

In Collins' "Ode on The Passions," such passions as Anger, Despair, Revenge are masculine; while Melancholy, Cheerfulness, Hope, &c., are feminine.

28. There are three ways of distinguishing Gender:-

I. By a different word ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	maid, spinster ¹	Horse,* stallion	mare
Boar	sow	Husband	wife
Boy	girl	King	queen
Brother	sister	Lord	lady
Buck	doe	Man	woman
Bull, or ox	cow	Milter (fish)	spawner
Bullock, or steer	heifer	Monk	nun
Cock	hen	Nephew	niece
Colt	filly	Papa'	mamma'
Dog,* hound*	bitch	Ram, wether	ewe
Drake	duck	Sir, or sire	madam, dame ²
Drone	bee*	Sire (father of a colt)	dam (mother a colt)
Earl	countess	Sloven	slut
Father	mother	Son	daughter
Friar	sister	Stag	hind
Gander	goose	Uncle	aunt
Gentleman	lady	Wizard	witch
Hart	roe		

II. By a different ending.

(1) *By adding ess to the unchanged masculine form :-*

Author	authoress, or author	Patron	patroness
Baron	bar'oness	Peer	peeress
Count	count'ess	Poet	poetess, or poet
Dea'con	dea'coness	Porter	porteress
Giant	giantess	Priest	priestess
Heir	heir ¹ ess	Prior	prioress
Host	hostess	Prophet	prophetess
Jew	Jewess	Shepherd	shepherdess
Lion	lioness	Tutor	tutoress
Mayor	mayoress	Vi'scount	viscountess

¹ *Spinster* is a legal word denoting an unmarried woman. In Old English it was much used as a feminine suffix or ending.

² *Dame* may be used for a noble lady, for the mistress of a family or of a school for young children.

* These words are also used as of common gender.

(2) *By adding ess after omitting the final vowel, or a vowel preceding the final consonant :—*

Actor	actress	Instructor	instructress
Ambassador	ambassadress	Negro	negress
Arbiter	arbitress	Prince	princess
Benefactor	benefactress	Protector	protectress
Conductor	conductress	Songster	songstress
Director	directress	Tiger	tigress
Enchanter	enchantress	Traitor	traitress
Hunter	huntress	Votary	votaress
Tempter	temptress		

(3) *The following feminines in ess are formed irregularly :—*

Abbot	abbess	Governor	governess
Adulterer	adulteress	Marquis	marchioness
Duke	duchess	Master	mistress
Emperor	empress	Murderer	murderess
God	goddess	Sorcerer	sorceress

The ending -ess was taken from the French -esse, which was derived from the Latin -issa.

Governess now means a tutoress, or instructress. The word *governor* rarely means *tutor*. In the sense of *ruler* it is of common gender.

Songster is usually applied to birds. *Singer* is now used both for men and women. *Ster* was originally a feminine suffix, so that songstress and seamstress are etymologically double feminines.

(4) *By other endings.*

Administrator	administratrix	Lad	lass
Exec'utor	executrix	Landgrave	Landgravine
Testa'tor	testatrix	Margrave	Margravine
Beau (bo)	belle (bel)	Czar or Tsar	Czarina or Tsaritsa
Hero	heroine	Sultan	Sulta'na
Fox	vixen		

Trix is used in a few nouns taken directly from the Latin. *En* was an old English feminine ending. Bridegroom, *fem.* bride, and widower, *fem.* widow, are instances where the masculine is formed from the feminine. Vixen as the *fem.* of fox is almost obsolete. Vixen now means a bad-tempered woman.

III. By placing a word before or after.

(1) By placing a word before.

Bull-calf	cow-calf	He-goat	she-goat
Billy-goat	nanny-goat	Jack-ass	she-ass
Buck-rabbit	doe-rabbit	Man-servant	maid-servant
Cock-sparrow	hen-sparrow		

(2) By placing a word after.

Foster-father	foster-mother	Pea-cock	pea-hen
Gentle-man	gentle-woman	Step-father	step-mother
Grand-father	grand-mother	Step-son	step-daughter
Land-lord	land-lady	Washer-man	washer-woman
Milk-man	milk-maid	Servant-man	servant-maid

29. Words of Common Gender.—The following examples of nouns of common gender, but there are many others:—*cousin, parent, friend, bird, fowl, child, infant, servant, monarch, pupil, orphan, foal, spouse, &c.*

EXERCISE V.

What is the Gender of the following nouns? In the case of masculines and feminines give the form for the opposite gender:—

duck	husband	sultan	bitch
shepherd	witness	testatrix	mare
beauty	parent	margravine	boar
heart	prince	sloven	dame
flock	count	nun	tutor
widower	marquis	ship	owner
companion	heroine	sovereign	child
lady	stag	friar	landlord
uncle	abbess	doctor	doe
virtue	hart	cook	drake

NUMBER.

30. When a noun denotes only *one* thing, it is in the Singular Number. When it denotes *more than one*, it is in the Plural Number.

Singular means *one*; *Plural*, more. The difference in the numbers is usually shown by a change in the form of the word.

31. The **Plural** is generally formed by adding **s** to the **Singular**; as, pen, pens; boy, boys.

32. Nouns ending in **s**, **sh**, **ch** soft, **x** or **z**, form the plural by adding **es**; as, loss, losses; bush, bushes; watch, watches; box, boxes; topaz, topazes.

It will be noticed that all these words end in a **sibilant** or **s** sound. The vowel **e** is added to such words, because they could not otherwise be properly pronounced.

When **ch** has the sound of **k**, **s** only is added; as monarch, monarchs.

33. Most nouns in **o** add **es** to the singular; as, buffalo, buffaloes; echo, echoes; hero, heroes; mango, mangoes; negro, negroes; potato, potatoes.

A few nouns in less common use ending in **o**, with all words ending in **eo**, **io**, **oo**, and **yo**, add **s** only, as, canto, cantos; grotto, grottos; quarto, quartos; halo, halos; memento, mementos; proviso, provisos; piano, pianos; solo, solos; cameo, cameos; folio, folios; nuncio, nuncios; bamboo, bamboos; embryo, embryos.

34. Nouns ending in **y** preceded by a consonant change **y** into **ies**. But if the **y** is preceded by a vowel **s** alone is added; as, city, cities; day, days; journey, journeys.

Nouns ending in **quy** take **ies**; as, obsequy, obsequies.

Proper names in **y** do not usually change the **y**; as, Henry, Henrys; Mary, Marys. But *Henriès* and *Mariès* are also used.

35. Most nouns ending in **f** or **fe**, change **f** or **fe** into **ves** in the plural; as, calf, calves; half, halves; life, lives; wolf, wolves; but nouns in **ff** take **s** only; as, cuff, cuffs.

The following are exceptions to this rule:—chief, chiefs; cliff, cliffs; dwarf, dwarfs; life, lifes; grief, griebs; gulf, gulfs; hoof, hoofs; proof, proofs; roof, roofs; serf, serfs; turf, turfs; reef, reefs; safe, safes; strife, strifes; woof, woofs; waif, waifs; relief, reliefs.

Scarf and wharf have both forms, scarfs and scarves, wharfs and wharves, the latter being more usual. Staff, in the sense of a stick or pole, has staves, in all other senses, staffs.

36. The following nouns form their plural by a vowel change: *man, men*; *woman, women*; *foot, feet*; *goose, geese*; *tooth, teeth*; *louse, lice*; *mouse, mice*.

Coachman has coachmen; Dutchman, Dutchmen; Englishman, Englishmen; but German has Germans; Norman, Normans; Brahmin has Brahmans, and Mussalman, Mussalmans; but in these cases terminations are not the English word *man*.

37. A few nouns form their plural in *en*; as, *ox, oxen*; *child, children*; *brother, brethren* (see below, 40).

The plural of *cow* was formerly *kine*. *Cows* is now generally used.

38. Some nouns are the same in both numbers: *deer, sheep, swine, salmon, cannon, species*.

The number is shown by other words in the sentence.

In reckoning, the nouns, *yoke, head, pair, brace, dozen, hundred, hundredweight* and *pice*, are used in the plural without *s*; five head of cattle, two dozen, twenty hundredweight make a ton, price is three pice, &c.

Similarly in such compounds as, a ten-rupee note, a four-anna piece, a seven-pound weight, a two-foot rule, an eight-day clock, a two-year old horse, a four-ton order, &c., the singular form is used in a phrase, though in other uses the words form plurals in the ordinary sense. In expressions like 10,000 *foot*, 1,000 *horse*, the noun *soldier* is understood.

39. Some nouns have different meanings in different numbers:—

Singular.

Return, *a coming back*.
Compass, *range or extent*.
Advice, *counsel*.
Good, *welfare*.
Iron, *the metal*.
Force, *strength*.
Air, *atmosphere*.
Physic, *medicine*.

Plural.

Returns, *statistics*.
Compasses, *an instrument*.
Advices, *information*.
Goods, *property*.
Irons, *setters made of iron*.
Forces, *army*.
Airs, *behaviour*.
Physics, *a science*.

40. Some nouns have two plural forms with different meanings:—

Beef, *beefs* (kinds of beef), *beeves* (oxen); brother, *brothers* (sons of the same father), *brethren* (of the same society); cloth, *cloths* (kinds of cloth), *clothes* (dress); die, *dies* (stamps for coining), *dice* (for play); fish, *fish* (kind), *fishes* (number); genius, *geniuses* (very clever persons), *genii* (spirits); index, *indexes* (to a book), *indices* (signs in algebra); pea, *peas* (separate seed), *pease* (collective); penny, *pennies* (separate coins), *pence* (collective); shot, *shot* (the number of balls), *shots* (the number of times fired).

41. Some nouns which have only one plural form have an additional meaning in the plural totally distinct from their simple plural sense:—

Customs = (1) habits, and (2) *a tax on imports and exports*; colours = (1) tints, and (2) *the flag of a regiment*; letters = (1) epistles, or alphabetical symbols, and (2) *learning*; pains = (1) sufferings, and (2) *minute care*; effects = (1) consequences, and (2) *movable goods*; parts = (1) portions, and (2) *abilities*; quarters = (1) fourth parts, and (2) *lodgings*; manners = (1) modes, and (2) *correct behaviour*; arms = (1) the upper limbs, and (2) *weapons*; numbers = (1) numbers used in counting, and (2) *poetry*; spectacles = (1) things seen, and (2) *glasses for the eyes*; premises = (1) propositions, and (2) *a building and its surroundings*.

42. Proper, material, and abstract nouns have no plurals except when they are used as common nouns.

Proper nouns take a plural when they apply to several persons; as, the *Cæsars*. Material nouns have plurals when different *sorts* are meant; as, wines, oils. Abstract nouns have plurals when they denote different kinds of the quality named; as, He has many virtues. In such cases the nouns are used as common.

Furniture, information, and some other words are not used in the plural. This applies to *abuse*, when used in the sense of bad language. In the sense of *a wrong use of anything* it has *abuses*.

43. Some nouns have no singular.

These are generally the names of things of more parts than one; as, *longs*, *shears*, *bellows*, *pincers*, *scissors*, *trousers*. The following are other examples:—*annals*, *Commons* (House of), *dregs*, *measles*, *oats*, *proceeds* (of a sale), *vitals*, *shambles*, *obsequies*, *thanks*, *tidings*, *actuals*, *auspices*, *environs*.

44. Some nouns, plural in form, are generally treated singular.

Such are the names of certain sciences derived from the Greek *ethics*, *hydrostatics*, *mathematics*, *mechanics*, *optics*, *physics*, &c. *Amends* and *odds* are sometimes used as singular; *means* is generally singular; *news* and *gallows* are always singular.

45. Some nouns, plural in form, are used in numbers according to the sense; as, *series*, *species*, *palms* and *riches*, properly singular, are now generally plural.

46. The plural of compound nouns is generally formed by inflecting the principal noun; as, *maid-servants*, *son-in-law*, *major-generals*.

But the sign of the plural is at the end of words in *-ful*, or where the meaning is incomplete till the whole word is known; as, *spoonfuls*, *three-per-cents*. Some compound nouns have both the words inflected; as, *men-servants*, *women-servants*, *knights-templars*, *lords-justices*. We may say either the *Miss Browns* or the *Misses Brown*. In addressing letters the second form is used.

47. The plural of letters and arithmetical figures is formed by adding an *apostrophe* (') and *s*; as *B.A.'s*; *5's*.

48. Many nouns taken from other languages keep their own plurals.

(1) Nouns ending in *is* change the *is* into *es*; as, *axis*, *axes*; *bases*; *crisis*, *crises*.

(2) Nouns ending in *um* or *on* change *um* and *on* into *a* in the plural; as, *datum*, *data*; *phenomenon*, *phenomena*.

(3) Most nouns ending in *us* change *us* into *i*; as, *focus*, *foci*. The *genus* has *genera*.

(4) Nouns ending in *ex* or *ix* change them into *ices*; as, *apex*, *apices*; *appendix*, *appendices*, and *appendixes*.

(5) *Formula* has *formulae*, *cherub*, *cherubim*; *seraph*, *seraphim*; *beau*, *beaux*; *monsieur*, *messieurs*; *bandit*, *banditti*.

The present tendency is to reject foreign plurals; *cherubs*, *forerunners*, *bandits*, &c., are often used.

Some foreign nouns are used only in the plural; as *aborigines*, *antipodes*, *archives*, *literati*, *minutiae*.

EXERCISE VI.

Write the Plural of the following nouns :—

man	mass	lynx	box
cap	copy	beauty	echo
table	monarch	peach	joy
tax	study	woe	ass
leaf	ray	knife	sheriff
hoax	sex	calf	tetrarch
hero	loaf	ally	essay
stone	coach	thief	sow
princess	shirt	volcano	ox
queen	bunch	genius	sheaf
foot	watch	heresy	fish
lash	half	attorney	cross
wolf	penny	staff	baby
arch	negro	distaff	kiss
hobby	buffalo	stomach	army
nuncio	child	valley	story
cargo	sky	journey	tyro
folio	couch	wife	money
father-in-law	formula	beau	apex
basis	crisis	Miss Fraser	datum
appendix	court-martial	man-servant	nebula
mouthful	erratum	monsieur	arcanum
bandit	cherub	seraph	oasis
maid-servant	M.A.	genus	alumnus
governor-general	phenomenon	knight-templar	lord-justice
apparatus	parenthesis	bureau	focus

Write the Singular of the following nouns :—

shelves	dice	chimneys	genii
cities	indexes	teeth	soliloquies
attorneys	loaves	griefs	bellows
mice	bunches	toes	ponies
sheep	mangoes	deer	goods
scissors	sons-in-law	children	kine
churches	measles	news	beeves
potatoes	brethren	geniuses	pease
analyses	data	phenomena	oases
effluvia	staves	dormice	genera
species	strata	radii	stamina
messieurs	theses	beaux	indices
bases	seraphim	criteria	bureaux
formulae	clothes	elves	series
alumni	dicta	media	agenda

Give the meanings of the following words:—

- ① Iron and irons; force and forces; advice and advices; return and returns; dies and dice; indexes and indices; shot and shots; genii and geni; cloth and clothes; brothers and brethen; pennies and pence.

Correct the following sentences where necessary:—

Your writing is bad; you must take more pain with it. My brother has 100 heads of cattle. Ten yokes of oxen were ploughing. I have lost a ten-rupees note. My scissors is not strong enough. Mechanics are his favourite study. He has three son-in-laws. Step-fathers are always kind. It is well for us when the crisis of life find us prepared. Large households have generally both man and woman servants. A five shillings piece is called a crown. The race was for four-years-olds only.

CASE.

49. CASE is that form of the noun which shows its relation to some other word in the sentence.

English nouns have three principal Cases: the Nominative, Possessive, and Objective.

The Nominative names the *agent*, or one who does something: as, *Ali* brought a slate.

Nominative comes from a Latin word which means *naming*.

The Possessive denotes the *possessor* or owner; as, *Rama's* book.

The Objective denotes the *object*, or that to which something is done; as, John caught a *bird*.

The Nominative and Objective are *alike* in form. They are distinguished by their position as regards the verb, or by the sense. The nominative generally comes *before* the verb, and the objective *after*; as, John struck James. To find the nominative, ask a question putting *who* or *what* before the verb, and the answer will be the nominative. When a noun in the objective is governed by a verb, answers to the question formed by putting *whom* or *what* before the verb and its subject. Thus, *Who* struck James? John (nominative). *Whom* did John strike? James (objective).

50. The possessive is formed by adding an *apostrophe* and *s* to the nominative; as, *Joseph's*.

Apostrophe means *turned away*. It is so named because it shows that something has been left out. In Old English the possessive ended in *es*. The *e* was left out, and an apostrophe was put in its place.

The Possessive is now the only case in which English nouns change their form.

Possession is often expressed by *of*; as, The book *of* Rama.

51. When the plural ends in *s*, the possessive is formed by adding only an *apostrophe*; as, *books'*. When the plural does not end in *s*, the possessive is formed as in the singular; as, *men's*.

To avoid too many hissing sounds, the apostrophe only is added when the plural ends in *s*. For the same reason, the letter *s* is omitted in the singular whenever the last syllable both begins and ends in *s*, and also before the word "sake;" as, "Moses' rod;" "for conscience' sake."

52. The possessive is generally used only with living beings or personified objects.

We may say "the fox's tail," but not "the house's roof." In the latter case the preposition *of* is used instead of the inflection; as, "the roof of the house." *Of* is also used with compound nouns in the plural; as, "the estates of my brothers-in-law."

Nouns denoting time or space, or dignified objects, may take the apostrophe and *s*; as, "a day's journey," "a stone's throw," "the court's decree."

Collective nouns, even when denoting living beings, cannot take the possessive case. We cannot say "the multitude's uproar."

EXERCISE VII.

Write down the Possessive Case, Singular and Plural, of:—

Boy, lady, monkey, wife, thief, negro, chief, man, hero, mouse, wolf, goose, month, man-servant, woman, child, mistress.

Change the following Possessives into Objectives with *of*:—

A man's arm. This boy's sum is not correct. Ladies' shoes. Cow-per's Letters. The woman's cries. The flies' stings. The gentleman's horse is dead. Milton's Poetical Works. Four oxen's heads. The

soldiers' camp. Charles' affairs. Children's toys. Insects' wings. nation's tears. Some men's promises.

Put the following into the proper Possessive form, if they are not already in it :—

The servants of the king. The flowers of autumn. The songs of girls. The dresses of the boys. The quarrels of the soldiers. The mane of the horse. The colour of the ox. The commanders of the army. The work of six men. The lesson of Charles is difficult. The dens of the tigers. John took the slate of William. The wool of the sheep.

53. When a name consists of several words, the sign of the possessive is added only to the last ; as, William the Conqueror's tomb.

54. When there are two or more separate nouns in the possessive case, the sign is added to the *last word* when *joint* possession is meant ; as, "John and James' horse" (one horse).

But when *separate* possession is meant, the sign is added to *each noun* ; as "John's and James' horses" (two horses).

55. Both *of* and *'s* are used when it is intended to indicate that the thing mentioned is only one of a number of similar things possessed ; as, "This is a book of Robert's" (that is, Robert has many books, and this is one of them).

56. Declension of Nouns. A noun is said to be declined when the various forms which it assumes show *case* and *number* are written down in order. The changes in its form are made chiefly by *endings*, and are called its *inflexions*.

The word *case* comes from a Latin word meaning *a fall*, an *inflexion* from one meaning *to bend in* ; and *decline* and *declension* from one meaning *to slope down*. The Nominative Case was represented by a perpendicular line, and the other cases by slanting lines.

	Sing.	Plural.	Sing.	Plural.	Sing.	Plural.
Nom.	lady	ladies	man	men	ox	oxen
Gen.	lady's	ladies'	man's	men's	ox's	oxen's
Obj.	lady	ladies	man	men	ox	oxen

Some English Grammarians, following the example of Latin and other languages in which case endings are much more numerous, give the **Vocative** and **Dative** as separate cases. The **Vocative** is used in calling; as, "*Brother, come.*" In English it is more commonly called the *Nominative of Address*. The **Dative** denotes the person *to whom* a thing is given, or *for whom* a thing is done; as, He gave *him* a mango; Make *me* a kite. The Dative is generally called the *Indirect* object; the Objective, the *Direct* object.

The Vocative, Dative, and Objective are alike in form.

57. **Parsing** means telling the *parts* of speech to which words belong, and their relation to other words in the sentence.

In parsing *nouns*, give (1) the *Kind* (common, proper, &c.); (2) the *Gender*; (3) the *Number*; (4) the *Case*; and (5) the *Relation to other words*. The following is an example:—

John bought a book.

John, Noun, proper, masculine, singular, nominative, subject of *bought*.

Book, Noun, common, neuter, singular, objective, object of *bought*.

EXERCISE VIII.

Parse the Nouns in the following sentences:—

Ships cross the sea. The king sat on his throne. London is the capital of England. The ostrich lays her eggs on the open sand. Give me my pen. John built a house in the garden. Carpenter, make me a table. Robert's sister was James' wife. The boy's task was difficult. Peter fell from John's horse. John, come here. The master's kindness won the scholar's love. This man's father makes shoes. The crowd followed the king. The master gave a book to each scholar. Honesty is the best policy. Many men have died for conscience' sake. The people were divided in their opinions. Tell John to hear the boys' lessons. When did the postman come with my father's letters. Iron is the most useful metal. Give a dog a bad name and hang him. We buy sugar at the grocer's and paper at the stationer's. The police found

the watches that the thieves had stolen hidden under a hedge. The farmer bought hay for his oxen's food.

"Awake my soul and with the sun
Thy daily round of duties run;
Shake off dull sloth and early rise,
To pay thy morning sacrifice."

"Thus to relieve the wretched was his pride,
And e'en his failing leaned to virtue's side;
But in his duty, prompt at every call,
He watched and wept, he prayed and felt for all;
And, as a bird each fond endearment tries
To tempt its new-sledged offspring to the skies,
He tried each art, reprov'd each dull delay,
Allured to brighter worlds, and led the way."

THE ADJECTIVE.

58. An ADJECTIVE is a word joined to a noun to limit or confine its application.

The word "strong" joined to "men" increases the *meaning*, adds to the qualities implied by "men" the extra quality of strength. But it limits the *class*, for there are more men than strong men. An adjective where thus added to a noun performs this double function.

An adjective may qualify *another* adjective; as, a *red* hot bar of iron. An adjective is used *attributively* when it is joined to the noun which it qualifies; as, a *wise* king; and *predicatively* when it is part of the predicate of a sentence; as, the king is *wise*.

Some nouns are used as adjectives; as, a *gold* ring.

CLASSES OF ADJECTIVES.

59. Adjectives may be divided into four principal classes: Adjectives of Quality, Adjectives of Quantity, Numeral Adjectives, and Demonstrative Adjectives.

I. Adjectives of Quality show the quality or state of the thing named; as, a *fat* man.

Quality comes from a Latin word meaning of *what kind*. Most adjectives belong to this class. They may be divided into

into Common and Proper. Proper adjectives are formed from proper nouns ; as *Indian, English*.

II. Adjectives of Quantity show *how much* of a thing is meant ; as, *much, little, some*.

Quantity comes from a Latin word meaning *how much*.

III. Numeral Adjectives show *how many* are meant or *in what order* ; as, *four, first*.

IV. Demonstrative Adjectives *point out* the thing spoken of ; as, *this, the*.

The above four classes respectively answer the questions : (1) *Of what sort ?* (2) *How much ?* (3) *How many ?* (4) *Which ?*

ADJECTIVES OF QUALITY.

60. Most adjectives of quality, two of quantity, viz., *much* and *little*, and two of number, viz., *many* and *few*, have three degrees of Comparison, the Positive, Comparative, and Superlative.

The Positive expresses the *simple* quality, the Comparative, a *higher* or *lower* degree of the quality ; the Superlative, the *highest* or *lowest* degree ; as, *kind, kinder, kindest ; kind, less kind, least kind*.

The Comparative is used when *two* objects are compared ; the Superlative when there are *more than two*.

Proper Adjectives are not compared ; neither are Common Adjectives of Quality the meanings of which do not allow of variations in degree ; as, *golden, circular, right, left, weekly, &c.*

Rules of Comparison.

61. (1) Adjectives of *one* syllable are compared by adding *er* and *est* to the Positive ; as, *hard, harder, hardest*.
(2) When the Positive ends in *e*, the letters *r* and *st* only are added ; as, *wise, wiser, wisest*.

(3) When the Positive ends in *y* preceded by a consonant, *y* is changed into *i* before *er* and *est*; as *dry*, *drier*, *driest*.

(4) If a vowel precedes *y*, it is not changed into *i*; as, *gay*, *gay^{er}*, *gay^{est}*.

(5) If the Adjective ends in a single consonant preceded by a single vowel, the consonant is doubled; as, *red*, *red^d*, *red^ddest*. But if it ends in two consonants, or has two vowels before the final consonant, the latter is not doubled; as, *thick*, *thick^{er}*, *thick^{est}*; *weak*, *weak^{er}*, *weak^{est}*.

(6) Adjectives of more than two syllables, and most adjectives of two syllables, are compared by prefix *more* and *most*, or *less* and *least*; as, *beautiful*, *more beautiful*, *most beautiful*; *diligent*, *less diligent*, *least diligent*.

Adjectives of two syllables ending in *e*, *ow*, or *y*, may also be compared like adjectives of one syllable; as, *able*, *abl^{er}*, *abl^{est}*; *narrow*, *narrow^{er}*, *narrow^{est}*; *happy*, *happ^{ier}*, *happ^{iest}*.

62. Some Adjectives are compared irregularly :—

Positive.	Comparative.	Superlative.
Bad, evil, ill	worse	worst
Far	farther	farthest
Fore	former	foremost, first
Good, well	better	best
Hind	hinder	hindmost, hinder
Late	{ later (time)	latest
Little	{ latter (order)	last
Many (number)	less, lesser	least
Much (quantity)	more	most
Near	more	most
Nigh	nearer	nearest, next
Old	nigher	nighest, next
	older, elder	oldest, eldest
<i>Better, worse, less, more</i> , come from positives no longer in use.		

EXERCISE IX.

Correct the following forms if necessary :—

excellentest	sorriest	buoyantest	graiest
solemnest	startlingest	biggish	goodest
sillyest	heartfeltest	foolisher	happiest

Write the Comparative and Superlative of the following Adjectives:—

ample	coy	excellent	pure
gentle	weary	black	sleek
firm	delicate	tender	humane
numerous	large	gloomy	meagre
indefatigable	pretty	stern	puny
calm	rich	sly	naked
sober	rigorous	fat	bare
merry	long	thin	timid
cheerful	short	droll	gay
dry	deep	true	little

Give the Positive of the following Adjectives:—

gentler	clearest	duller	sunniest
wealthiest	fatter	gayest	former
slenderer	whitest	madder	more
dimmer	scener	noblest	eldest
youngest	sadder	bulkier	latter
heavier	easier	subtler	worst
first	most	best	last

63. Some adjectives in the comparative and superlative degrees are formed from words which in the positive degree are other parts of speech. Such are:—

Forth (<i>adv.</i>)	further	furthest
In (<i>adv.</i>)	inner	inmost, innermost
Out (<i>adv.</i>)	outer, utter	outmost, utmost, uttermost
Up (<i>adv.</i>)	upper	upmost, uppermost
Neath (<i>adv.</i>)	nether	nethermost
Top (<i>noun</i>)		topmost

64. The following distinctions in meaning should be carefully noted:—

(1) *Farther* is used for the *more distant* of two objects. *Further* means *more in advance* or *additional*. These meanings will not be confounded if the *positives* are remembered.

(2) *Later* refers to *time*, and is opposed to *earlier*; *latter* denotes *order*, and is opposed to *former*; as, You may stay *later* to-day; The *former* and the *latter* rains.

(3) *Many* refers to *number*; *much* to *quantity*.

(4) *Older* and *oldest* are used of both persons and things; *elder*; *eldest* of persons only, and chiefly with reference to members of same family.

65. Some adjectives have no positive; as, *undermost*; some have no comparative; as, *south*, *southernmost*.

66. The comparative degree is generally followed *than*; as, He is wiser than his brother. But some adjectives ending in *-ior* (*superior*, *inferior*, *anterior*, *posterior*, *senior*, *junior*, *prior*) are followed by *to*; as, This is superior *to* that.

Other adjectives in *-ior* and some comparatives, as, *former*, *latter*, are used simply as adjectives in the positive degree; as, the *inner* parts, the *latter* rain. They do not take *than* or *to* after them.

67. The syllable *ish* is sometimes added to the positive to lessen its signification; as *black*, *blackish*. When the positive ends in *e*, the *e* is omitted before *ish*; as, *white*, *whitish*.

68. The adverb *very* is often prefixed to the positive to increase its signification by expressing a degree of quality somewhat less than the greatest, or superlative, degree; as, *very* wise.

Too is sometimes wrongly used for *very*; as, "Yesterday was too hot," instead of, "Yesterday was very hot."

69. Double comparatives or superlatives are improper; thus, *more stronger* ought to be only *stronger*.

70. It should be noted that the comparative and superlative of adjectives express the difference in degree in which a particular quality is possessed by more objects. When we compare the degree in which different qualities are possessed by one object the ordinary comparative form cannot be used.

John is cleverer than James, is correct; *John is cleverer industrious*, is wrong. We must say, *John is more clever industrious*, or better *John is cleverer than James in his industry*, or, *John is more industrious than James*.
 Cf. *John is more industrious than James* is not a transition as [he is] clever.

EXERCISE X.

Point out the Adjectives and name the Degree of Comparison in the following sentences :—

London is the largest and wealthiest city in the world. The old man has a sharp knife. The inner garden contains some beautiful plants. I met a blind boy with a white dog. The first prize was won by a little girl. Lead is heavier than silver. He died in the worst inn's worst room. The poor man has a wooden leg. The large black dog has a curly tail. This is a most interesting book. The brave sailor crosses the wild stormy seas. Which of the two is the larger? Which of the three is the finest? This rose is white.

Correct any errors you may find in the following sentences :—

He expects to see happier days. You have got the lesser share. This book is more cheap than that. Govind is the sharper of the four boys. Autumn is the interestingest season of the year. Tuesday was more cold than Monday. This summer is hotter than the latest. Robert is more taller than William. Solomon was the wisest man; Methuselah was the eldest. Jane is livelier than Mary. This is the beautifullest flower I ever saw. My hat is littler than yours, but his is the littlest of the three. Ali is the negligentest boy in the class. This is the largest of the two, but that is the most beautiful. It is best to be silent than to speak in anger. The later of the two reasons that you gave is the most convincing. The weather has lately been warmer than wet. It has been warmish for a long while but yesterday was the most warmish day we have had.

ADJECTIVES OF QUANTITY AND NUMBER.

71. Adjectives of Quantity restrict the application of the noun in quantity or degree. They are *much, little, no or none, some, any, great, small, all, half, &c.*

Adjectives of Quantity are followed by a noun in the *singular* which must be either *abstract* or *material*; as, I have *much* work, He has *little* chance, Rama has *great* ability but *no* perseverance. *Half* a loaf is better than *no* bread.

None is used for *no* when the noun is understood; as, I have *no* money and can borrow *none* [= no money].

Little means *hardly any*; as, "I have *little* money." *A little* means *some*, as, "I have *a little* money."

72. Numeral Adjectives refer to *number*; as, *many*. They are divided into three classes: *Definite*, *Indefinite*, and *Distributive*.

73. Definite Numeral Adjectives denote *numbers*.

They are divided into three kinds :

(1) *Cardinal*-numerals denote *how many*; as, *ten*, *few*.

(2) *Ordinal* numerals denote *order in series*; as, *third*, *last*.

Ordinal numbers may also be classed as Demonstrative Adjectives.

(3) *Multiplicatives* show how often a thing is repeated.

Multiplicative means *having the power to increase*. Words of this class are formed by adding *-fold*, *-ble*, or *-ple*; as, *threefold*, *double*, *triple*.

74. Indefinite Numeral Adjectives do not denote any exact number; as, *all*, *any*, *certain*, *few*, *many*, *more*, *most*, *no*, *none*, *several*, *some*, &c.

All, *any*, *much*, *no*, *none*, *some*, &c., denote either *number* or *quantity* according to the sense.

Any means (1) *one out of many*; as, "*Anybody* may enter;" *some*; as, "Did you see *any* soldiers?"

Few means *a small number*, and is opposed to *many*; as, "I read *few* books." *A few* means *some*, and is opposed to *none*; as, "I read *a few* books." *The few* means *all* though a small number; as, "I have read *the few* books I possess." *Not a few* is emphatic for *many*.

Several denotes a small number.

None strictly means *not one*.

Many, although plural in meaning, may be joined with a singular noun preceded by *a*; as, *many a man*. Each is supposed to be *one* singly.

A definite numeral adjective is made indefinite by prefixing *some*; as, "*Some thirty* years had elapsed,"—i.e., about that time, more or less.

75. Distributive Numeral Adjectives denote things taken one at a time. They are *each*, *every*, *neither*, *several*, *other*.

Each, *every*, *either*, *neither* are joined to singular nouns.

Each means *two or more things taken one by one*.

Either generally means *one of two* : but it also sometimes means *each of two* ; as on *either* side = on both sides. *Neither* means *not either*.

Every means all of a number of things, more than two, taken singly.

Several means *different, and each his own* ; as, They went to their *several* homes.

Other means *different from* what has been mentioned. It is sometimes added to each, giving it a reciprocal¹ force ; as, Be kind to each *other*. *Another* means *one more* ; as, Bring *another*.

Each other is the reciprocal form for two individuals ; as, "A man and wife should love *each other*." *One another* is the proper reciprocal form for more than two, or when the number is unknown ; as, "The three sisters loved *one another*." "Children ! Love *one another*."

EXERCISE XI.

Correct the following sentences :—

I have great needs of assistance. I can give you no money for I have a little. He has small uses for such a book. All man are mortal. Every men are mortal. Buy a few bread. Many ill deed is done without forethought. Either houses will suit us. There are less horses in that field than usual. The wall is 17 foot high. Let the carpenter cut a six inches plank into two feet lengths. We ordered three dozens knives. What do you think of these news? Every one of the two boys got a prize. Do not bring either of the three. None of my two sisters is at home. The four boys were helping each other.

Parse the words in italics in the following :—

I have *no friends* and *no hope*. He got *some books* from me *some time* ago, and I have asked him *twice* to return *them*. *Little* boys sometimes take *great pains* with their *lessons*. There is *little chance* of *any man* living at the *Pole* because of the *great cold*. *Neither* of these *houses* is for *sale*. Bear ye *one another's* burdens.

"A *form more fair*, a *face more sweet*,
Ne'er hath it been my *lot* to meet."

"The *tree of deepest root* is found
Least willing still to quit the *ground* ;
'Twas therefore said by *ancient sages*
That *love of life* increased with years,
So much that in our *latter stages*,
When *pains* grow sharp and *sickness* rages,
The *greatest love of life* appears."

¹ Acting each on the other.

DEMONSTRATIVE ADJECTIVES.

76. Demonstrative Adjectives point out the person or thing intended to be indicated, and limit the application of the noun to it. The principal demonstratives are *a*, *an*, *the*, *this*, *that*, *yon*, *yonder*, *such*.

A, or *an*, and *the* are called ARTICLES, and are so classified as a separate part of speech.

77. *A*, or *an*, is called the Indefinite Article, because it does *not* point out a *particular* person or thing; as, *a* book, that is, *any* book.

The is called the Definite Article, because it points out *some one particular* person or thing; as, *the* king; *the* king of our *own* country; or the king that we are speaking about.

A and *an* were originally *ae* and *ane*, meaning *one*; as, *ae* man, angel. They still express oneness, but not at all forcibly. They are properly numeral adjectives.

The is a weaker form of *that*.

78. *A* is used before a *consonant*; as, *a* man. *An* is used before a *vowel*, or silent *h*; as, *an* age, *an* hour.

A is used before the long sound of *u*, and before *w* and *y*; as, *a* ewe, *a* week, *a* year. We also say, such a *one*. *An* is used before words beginning with *h* sounded, when the accent is on the first syllable; as, *an* heroic action; *an* historical account.

A or *an* is employed according as the one or the other is more pleasant to the ear when pronounced along with the word which follows.

79. As a general rule, the article is placed before common nouns in the *Singular*, and left out before proper nouns; thus, "I saw horse," ought to be, "I saw *a* horse;" "He went to the Calcutta," ought to be, "He went to Calcutta." A noun without an article is generally taken in its widest sense; as, *Man* is mortal; that is, *mankind*.

Proper and abstract nouns used as common, have articles placed before them; as, "The Himalays," "The industry of the class."

80. A, or an, is used before nouns in the singular number only. The is used before nouns in both numbers.

A is used before the *plural* in nouns preceded by such phrases as, *a few, a great many*; as, *a few books; a great many apples.*

In the phrase "*The more I know him,*" *the* is an adverb, representing a different word equal to *by that*.

A fuller account of the use of the articles is given under SYNTAX. (§ 256—274.)

81. The demonstrative adjectives, *this* and *that*, have plural forms, *these* and *those*.

This and *these* are applied to persons or things near at hand, or last named; *that* and *those* to persons or things at a distance in time or place.

That is a relative pronoun when it can be turned into *who* or *which*; a demonstrative adjective when it is placed immediately before a noun expressed or understood—or when its place can be supplied by *the*.

Yon and *yonder* are applied to things at a distance. They are now mostly confined to poetry. *Yonder* is properly an adverb.

Such means *so-like, like that*.

ADJECTIVE PRONOUNS.

82. Adjective Pronouns, or Pronominal¹ Adjectives, are so called, because they can be used either as adjectives *with* the noun, or as pronouns *for* the noun.

They include the Demonstratives, *this* and *that*; the Interrogatives,² *which?* *what?* the Distributives, *each, every, either, neither*; and the Possessives, *my, thy, his*, etc. They will be studied under PRONOUNS.

ADJECTIVES USED AS NOUNS.

83. Adjectives are sometimes used as nouns, as, *the pure, the deep*.

In some cases nouns may be understood; as, *pure persons, the deep sea*. But adjectives are changed into nouns when they can be used without nouns, or can be varied by number and case. The following are

¹ Belonging to or of the nature of a *pronoun*.

² Asking questions.

some examples:—the German language; he speaks German; a German. In the first example German is an adjective; in the others it is a noun. So with the following:—a noble king; he is a noble; a noble's privileges; the nobles held out.

Abstract nouns are sometimes formed from adjectives by placing the definite article before them; as, the *true* truth, the *beautiful* for beauty.

The following are other examples of adjectives used as nouns: *secrets*, *solids*, *liquids*, *valuables*, *natives*, *mortals*.

PARSING OF ADJECTIVES.

84. Adjectives are parsed by mentioning their inflexions, and their relation to other words. The example is:—*He is a wiser man than his brother.*

A, demonstrative adjective, called the indefinite article, belonging to the noun *man*.

Wiser, adjective of quality, comparative of *wise*, qualifying the noun *man*.

EXERCISE XII.

Parse fully the adjectives and nouns in the following sentences:—

The ripest fruit first falls. Of two evils choose the less. • Yonder is very high. This flower is the loveliest of all. That green dress is my younger sister. These mangoes are not yet ripe. The younger was braver than his elder brother. He brought me several books, old, some new. The old father was happier than his foolish son. The boys claimed the prize, but it was not given to either. We have enough for such a short journey. He was the most famous painter of ancient times. A Russian traveller crossed the highest mountain in the range. Open rebuke is better than secret love. That general is the greatest soldier of his age. Storm and rain have made harvest the crops. It is an ill wind that blows nobody any good. He saith to the wicked Thou art righteous, him shall the people praise. Swimming is a healthy exercise. I was not the only person who did everything that went on.

Write sentences showing the difference in meaning between each *and* either; all *and* every; this *and* that; older, old *and* elder, eldest.

THE PRONOUN.

85. A Pronoun is a word used in place of a noun ; as, Govind is not here ; *he* is in the playground.

One use of pronouns is to prevent the repetition of nouns. Instead of "John lost John's book when John was going to John's home," we say, "John lost his book when he was going to his home." They also serve other purposes. Some pronouns have the force of conjunctions, connecting sentences.

A word is not a pronoun unless it is used as a substitute for a noun, or for the equivalent of a noun. In "this book," "that book," *this* and *that* are properly adjectives.

As the pronoun stands for a noun, it always refers to something which has been named or is immediately to be named. It must also be of the same number, gender and person as the noun for which it stands.

The principal classes of Pronouns are **Personal, Demonstrative, Relative, and Interrogative.**

Adjective, Reflexive, Indefinite, Distributive, and Reciprocal Pronouns are other classes.

86. **Personal Pronouns** are so called because they stand for the *person* speaking, spoken to, or spoken of. There are three persons, viz.:—

The **First Person**, which denotes the person *speaking* ; as *I, we, &c.*

The **Second Person**, which denotes the person *spoken to* ; as, *thou, you, &c.*

The **Third Person**, which denotes the person or thing *spoken of* ; as, *he, she, it.*

The pronouns *I* and *thou* imply that one person is speaking to another. Strictly they are the only *personal* pronouns.

He, she, and it are rather *demonstrative* than *personal* pronouns.

There is distinction of *gender* only in the pronouns of the third person. The *speaker* and the *person spoken to* do not need to be told each other's sex.

Pronouns have retained more of the old inflexions than either nouns or adjectives,

DECLENSION OF PERSONAL PRONOUNS.

87. The Personal Pronouns are thus declined:—

First Person (*Masc. or Fem.*).

	SINGULAR.	PLURAL.
<i>Nominative</i>	I	We
<i>Possessive</i>	My or Mine	Our or Ours
<i>Objective</i>	Me	Us

Second Person (*Masc. or Fem.*).

<i>Nominative</i>	Thou	Ye or You
<i>Possessive</i>	Thy or Thine	Your or Yours
<i>Objective</i>	Thee	You

Third Person.

	SINGULAR.			PLURAL.
	<i>Masc.</i>	<i>Fem.</i>	<i>Neu.</i>	<i>All Gen.</i>
<i>Nom.</i>	He	She	It	They
<i>Poss.</i>	His	Her or Hers	Its	Their or T
<i>Obj.</i>	Him	Her	It	Them

88. *Thou* is seldom used except in poetry and is applied to a person, it generally expresses contempt. *Ye* is used in the singular as a mark of respect. It should be followed by a plural verb; as, *You* are a wise man. *Ye* is an old word now used chiefly in poetry.

In Old English *ye* was used as a nominative, and *you* as a dative or accusative. In the English Bible, this distinction is carefully observed.

89. *It* is often applied to living beings whose sex is not marked; as, *infant, dog, ant.*

It may be used not only in place of the name of an object, but in place of a clause of a sentence; as, *To learn his lessons well* is the scholar's duty; or, *It* is the scholar's duty to learn his lessons well. *It* is also used in expressions as, *It rains, It freezes, It does not stand for either* or a clause of a sentence, but is used to point out the effect of a cause mentioned.

90. The possessive cases of most of the personal pronouns have two forms.

My, thy, her, our, your, their are used when placed *before* their nouns; as, *My* book, *her* slate.

Mine, thine, hers, ours, yours, theirs are used—

(1) When the noun is understood; as, Here is my book, where is *yours*?

(2) When a verb comes between noun and pronoun; as, *Yours* is the gain, *mine* the loss.

(3) When the pronoun is preceded by *of*; as, That house *of yours* is convenient.

Hers, ours, yours, theirs, are double possessives, both the *r* and the *s* being possessive terminations. *Of ours, &c.*, is a kind of three-fold possessive.

The apostrophe should not be used with *hers, its, ours, yours, theirs*. Write *yours*, not *your's*.

91. The word *own* is sometimes added to the possessive case to render it more emphatic or forcible; as, It is *your own* fault.

92. The word *self* is added to the possessive case of the first and second personal pronouns and the objective case of the third to form **Reflexive Pronouns**. The plural pronouns take the plural form *selves*. Thus we have—*myself, ourselves; thyself, yourself, yourselves; himself, herself, itself, themselves*.

Reflexive comes from a word meaning to *bend back*. Reflexive pronouns denote the coming back of an action upon the doer. They are used when a person *does something to or for himself*; as, "I hurt *myself*." Formerly the pronoun was used reflectively without *self*; as, "I can *buy me* what I want."

Reflexive pronouns are also used for emphasis; as, "*He himself* did it." They have only the nominative and objective cases, which are alike in form.

When *own* is added to emphasize these reflexive forms it comes before *self*, and in the third person the possessive form of the personal pronoun is used instead of the objective; as, *my own self; your own selves; his own self; their own selves*.

EXERCISE XIII.

Give the number, gender, and case of the following pronouns:—

They, hers, mine, yours, she, him, thine, us, he, me, thou, I, their, its, theirs, you, her, ours, his, it.

Give the person, gender, number, and case of personal pronouns in the following sentences, and mention nouns for which they stand:—

My brother's horse is lame; so he has sent it out to graze. As boys could not say their lessons, they must repeat them to-morrow. John and I are going out; but we shall return soon. Take this to the boys, and tell them that I brought it for them. Mary has been very good; so she will be allowed to visit her aunt. James hurt him when he was playing. "Can you not understand that I must keep my word," he cried to the crowd, but they answered him with hisses. "My name is John," said his companion, "but you need not tell me unless you like."

Parse the following sentences:—

Is this your book? That book is yours. My dog is gentle; it will not bite you. I myself saw him. Is the field ours? Wash your face before you leave. I am yours obediently. Let them come tomorrow if they wish for their money. This land is not theirs. Is it your property?

Supply the pronouns which are omitted in the following sentences:—

She brought me — copy. After the servants had done — the master sent — away. You should not take John's apple — is —, not —. Take this letter and post —. Charles is waiting to tell — to come in. A tree is known by — fruit. The Countess at first took — servants with —, but on the second day — journey the Count sent — men back, and on the third day the Countess sent — maids. Shortly after, one of — horses fell and — stopped to have — attended to. As — had no sense, the Count — went to seek the farrier. On the way — met a man who asked — where — was going. — replied that — had fallen lame and — was going to seek the farrier. "Don't tell that man," said —, " — is no use. Let — see the horse. I will attend to —."

Correct:— They divided the books between him and I. You will go with you and I. Did you mean him to do it himself? He will not find

DEMONSTRATIVE PRONOUNS.

93. A **Demonstrative Pronoun** is so called because it points back to some noun going before it, and instead of which it is used. This noun is its antecedent.

The principal demonstrative pronouns are *he, she it, they, this, that, these, those, one, ones, none, and such.*

94. He, she, and it are generally called **Personal Pronouns**, because they point out the third person as distinct from the first and second; but they are properly *demonstrative pronouns*.

It may refer either to a noun or clause going before, or to a phrase or clause coming after; as, His chance was gone, and he knew it; It is very likely that he will be here.

95. This refers to something near at hand or last mentioned; that to something at a distance or not last mentioned.

Both this and that may have a backward reference, but when they are used together this refers to the nearer and that to the more distant antecedent; as, "He tried both to capture the fort and to join the main force; *this* he accomplished, but *that* was beyond his power."

This and that, with their plurals these and those, are adjectives when they are followed by a noun or require some noun to be understood after them; as I take *this* place; you take *that*—*place* understood. They are pronouns when they are used instead of nouns previously mentioned, and cannot have nouns after them; as, "To be or not to be—*that* is the question."

96. One is the adjective *one* used as a pronoun. None is a shortened form of *not one*. It is used when the noun to which it refers is omitted.

One is used in the plural as well as the singular. "If you want a knife I have some good *ones*." None does not admit of a plural form, and yet it is quite commonly and correctly used with plural verbs. "As to snakes in Iceland, there are *none*."

97. Such is used as a pronoun when it stands for a noun; as, If you are a friend, show yourself *such*. It may be used for either number.

98. Indefinite Demonstrative Pronouns. Such demonstratives may be used in an *indefinite sense*, i.e., without reference to any express antecedent. Such are, *it*, *one*, *another*, &c; as, *Is it John?* No, *it* is James. *It* is very late. *They* say the King is coming. *One* may do what *one* likes with *one's* own. Do not laugh at *another's* pain.

EXERCISE XIV.

Parse the following sentences, distinguishing Adjectives from Pronouns:—

None but the brave deserve the fair. One can hardly believe that statement. This is yours; that is mine. There is none that is good; no, not one. That is not to be touched. He took the one and took the other. Some men are better than others. Such as go to the sea. This box is larger than that. Bear ye one another's burdens. It was such a night as this. Let another praise thee, not thine own mouth. This book belongs to that boy. Both were young, but one was beautiful. This is a fine house.

Make three sentences showing the use of the pronoun *one*.

Make sentences containing the pronouns *none*, *other*, and *another* such.

RELATIVE OR CONJUNCTIVE PRONOUNS.

99. A Relative Pronoun is so called because it *relates*, or *refers*, to an Antecedent. It is called a *conjunctive pronoun* because it also joins sentences or clauses of sentences together like a conjunction; as, *The storm which passed is here.*

Relative comes from a word meaning *carried back*. A relative pronoun carries back our thoughts to its antecedent noun in the sentence. Demonstrative pronouns also have antecedents, but they have no conjunctive force.

100. The Relative Pronouns are *who*, *which*, *that*, and *what*. *As* and *but* are also employed as relatives.

Relative pronouns have the singular and plural alike.

Who is either masculine or feminine; *that* is masculine, feminine or neuter; *which* is now neuter; *what*, as a relative pronoun, is always neuter.

That and *what* are not varied by case. *Who* and *which* are thus declined :—

Sing. and Plur.

Nom. Who

Poss. Whose

Obj. Whom

Sing. and Plur.

Nom. Which

Poss. Whose

Obj. Which

101. *Who* is used of persons; as, The man *who* came. *Which* is used of the lower animals and things without life; as, The dog *which* barks; the book *which* was lost.

Which was formerly used like *who*; as, Our Father *which* art in heaven.

102. *That* is applied both to persons and things.

That is now used instead of *who* or *which* :

(a) After the superlative degree of adjectives; as, This is the best picture *that* I ever saw.

(b) After two antecedents, one requiring *who* and the other *which*; as The boy and the dog *that* you saw.

(c) As the restrictive, limiting or defining relative; as, The book *that* I bought is lost.

103. *Who* or *which* connects two co-ordinate¹ or independent sentences; as, I met a man *who* told me; Take care of the book, *which* will be of great use to you.

They have thus a *continuative* force. *Who* and *which* are also sometimes used in a way which implies *cause* or *purpose*. "An officer was sent *who* should examine the matter," (= that he might examine). "The entire wall, *which* was undermined, fell with a crash," (= because it was undermined.)

104. *What* is equal to *that which*. It is used only for things. It is used when the antecedent is omitted; as, This is *what* he wanted (= the thing that).

105. Who, which, and what are combined with *ever* to form Compound Relatives; as, *whoever*, *whosoever*, *whatsoever* and *whichsoever*:

106. *As* is used as a relative after *such*, *as*, and *same*. It is applied to both persons and things; as, *Should such man as I flee? As many as I saw. His book is the same as mine.*

After *such* and *as*, *as* must be used. After *same*, *that* may often be used. "This is the same mistake that you made yesterday."

107. *But* is a relative when it means *that not*. It is used after *no*, *not*, *none*, or other negative. It is sometimes called the Negative Relative; as, *There was no word but wept. There is no language so difficult but may be mastered.*

108. *When*, *where*, *whence*, with their compounds are sometimes used as relative pronouns; as, "*That when I was young;*" "*This is where I found it;*" "*It returned to the place whence he came.*" *When* so used they are called Adverbial Relatives.

EXERCISE XV.

Point out the relative pronouns and their antecedents in the following sentences:—

He met the man whom I saw yesterday. We cannot always get what we wish. He returned the book which I lent him. Avoid the way into which you see others fall. He whom thou lovest is sick. A man who is attentive is sure to excel. Attend to what is told you. The places through which you passed. Solomon was the wisest man ever lived.

Such water as we found was brackish. We came across no river so deep but we could ford it. Can there be as great a monster as have been described? He is just the same as ever. The dog that was found has been found. He is not such a good scholar as I expected. Be friends with such as think lightly of lying.

Supply the omitted pronouns in the following sentences :—

He has forgotten — he said yesterday. That man is not a friend — I can trust. There were none present — pitied him. Avoid such — think lightly of the truth. This is the boy — gained the prize. He gets — he asks. Is that the man — name is so honoured? These are the books — I bought. He undertook — he could not perform. There is no one — knows my business. Consider well — your answer should be.

Make two sentences showing the difference between who and which.

Make three sentences with that as a relative.

Make two sentences with what as a relative.

INTERROGATIVE PRONOUNS, &c.

109. The Interrogative Pronouns are **who**, **which**, **what**, and **whether**. They are used in asking questions.

Interrogative means asking questions.

Who is applied to *persons*, and is *indefinite*. "Who did it?" supposes complete ignorance of the person.

Which applies to *persons* as well as *things*. It refers to one out of a definite number; as, "*Which* will you have?"

What is applied to *things*, and is *indefinite*; as, "What did you get?"

Whether is applied to either *persons* or *things*, and means *which of the two*, as, "Whether is easier."

The Interrogative **who** may be used in the *possessive* case, and also in the *objective* after *of*; as, "Whose voice do I hear?" (the answer must be in the possessive—John's) "Of whom is this true?" (*Answer*—of John).

What is also used as an *exclamatory pronoun*; as, "What a silly boy!" "What abundance!"

When **what** refers to *persons*, it is followed by a *noun*; as, "What man said so?"

Who is he? asks a person's name, &c.

Which is he? asks that the person meant may be pointed out.

What is he? asks a person's employment, &c.

110. Whoever, whichever, and whatever, : Compound Interrogatives.

Ever added to the interrogatives not only gives the idea of versatility, as in the case of the relatives, but also often serves to express surprise, &c., making the words almost *exclamatory pronouns*. *Whoever told you so?* = Who told you so? I am amazed that you should have done so; *Whatever are you doing?* = What are you doing? You seem to me to be doing some extraordinary thing.

111. The DISTRIBUTIVE NUMERAL ADJECTIVES, *every, either, neither*, are sometimes used as pronouns.

Distributive, as already explained, denotes that things are taken one at a time. They are adjectives when they qualify nouns, and pronouns when used instead of nouns.

112. RECIPROCAL PRONOUNS denote acting in relation to each other. They are each other and one another.

Reciprocal means *backward and forward*.

Each other properly refers to *two* persons or things. *Rama and Govind loved each other.*

One another refers to *more than two* persons or things. *The boys pelted one another.*

PARSING OF PRONOUNS.

113. In parsing Pronouns give (1) *the kind*; (2) *person*; (3) *number*; (4) *gender*; (5) *case*; (6) *the relation to the words of the sentence*.

"We saw the person whom you named."

We—First personal pronoun, plural, common gender, nominative, subject to the verb *saw*.

Saw—Verb.

The—Definite article, qualifying *person*.

Person—Noun, common, singular, common gender, objective, object by *saw*.

Whom—Relative pronoun, singular, common gender, agreeing with its antecedent *person*, objective, governed by *named*.

You—Second personal pronoun, plural, common gender, nominative, subject to the verb *named*.

Named—Verb.

EXERCISE XVI.

Parse the pronouns in the following sentences :—

Is that book yours? Yes, my uncle gave it me. Whom shall we ask to help us? They shared each other's sorrows. Whose is this image? Be ours the praise; be theirs the shame. Charles, who was at school, wrote a letter to his father. This is what I wanted. What did he wish? These are all the exercises which were written. Every heart knows its own sorrows. The children played with each other in the fields near our house. You must prepare yourself for your examination. The dog is theirs; I cannot tell what has become of it.

Insert pronouns in the following :—

You — learn. The books — we read. — pen is this? — do you like? — discovered America? — is it good for? — is that man? Whether do you wish — or —? Do not say — you know to be untrue. The two brothers should seek — — good. Is — the man — I sent for? To — did you give the bird — I bought? — oranges are these? I know — were present, and — was said.

Make three sentences with who as a relative pronoun, and three with who as an interrogative pronoun.

Make three sentences with what as a relative pronoun, and three with what as an interrogative pronoun.

Make four sentences containing demonstrative pronouns, and four containing indefinite pronouns.

THE VERB.

114. A Sentence is any number of words having a full meaning; as, Dogs bark.

Every sentence consists of two parts—the Subject and the Predicate.

The Subject is the person or thing spoken of.

The Predicate is what is said about the subject.

Thus in the sentence, "Dogs bark," *Dogs* is the subject, and *bark* the predicate. The predicate is always a verb.

115. A VERB is a word which declares or tells something.

Verb comes from the Latin *verbum*, a word. It is so called because it is the most important word in a sentence. It is emphatically word; there can be no sentence without a verb.

116. *That which is spoken of*, is the Subject of the Verb. *That to which something is done*, is the Object.

To find the subject, put *who* or *what* before the verb; the answer will be the subject. To find the object, put *whom* or *what* after the verb.

A verb declares of its subject that *it does something*, or *has something done to it*; or that *it is something*.

117. Verbs are divided into two great classes,—Transitive and Intransitive.

A Transitive Verb denotes action passing from the *doer* to an *object*; as, He *struck* the table.

An Intransitive Verb expresses an action that does not go beyond the *doer*; as, We *walk*.

Transitive means going beyond. *Intransitive* means not transitive; not going beyond.

118. Some transitive verbs may become intransitive by expressing the action *generally*; as, Fire *burns*; I *hear*.

Some intransitive verbs are turned into transitive by adding prepositions to them; as, She *laughed at* him.

Verbs of this class are sometimes called Prepositional Verbs.

119. Some transitive verbs take *two* objects after them, one of the *thing* and one of the *person*, distinguished as *direct* and *indirect* objects.

In the sentence, "I gave *him* a *shilling*," the *direct* object is *shilling*, and *him* is the *indirect* object. The prepositions *to* or *for* are generally understood. The indirect object always comes *first*, unless the position is expressed. The above sentence might run, "I gave a *shilling* to *him*," but not "I gave a *shilling* *him*."

120. Incomplete Verbs are those which require some other word to give a complete sense; as, *be*, *seem*, *appear*, &c.

"He seems" does not express a complete sense. A noun, adjective, or other words, in apposition with the subject is required; as, *He seems a stranger*. The word or words thus added are called the **complement** of the verb, because they complete the verbal idea or predication.

121. **Factitive Verbs** are *transitive* verbs which also require a complement to complete their predication; as, *The loss filled us with grief*; *They set him free*. In these sentences the verbal idea is contained in the words "filled with grief" and "set free," as may be seen by writing them thus,—"*The loss grieved us*," "*They freed him*."

122. The complement of a *transitive* verb of incomplete predication is called an **Objective Complement** because it refers to the object; the complement of an *intransitive* verb is a **Subjective Complement**, because it refers to the subject. "*He seemed glad that they had made him king*."

EXERCISE XVII.

Say whether the following Verbs are transitive, intransitive, or incomplete:—

James runs. The man shot a crow. Martha spoke quickly. The girl reads her book. He laughed at it. Bring the book. She required two days to complete the work. He rode on a white horse. We commenced yesterday. John broke the chair. Tea grows in Assam. The wind blows strongly. He looks a king. The poor man broke his leg. She is a teacher. Boys learn their lessons. He became great. We made game of him. My aunt asked us to dinner. When the gun was fired the horse took fright. Without perseverance you cannot make your business a success. The vessel rode at anchor in the harbour. Make haste! Learn to do well. Trust in God and do the right. A fox one day saw some grapes which hung upon a branch which was a good way from the ground. He tried to get them by jumping as high as he could. But as he could not reach them he turned away saying, "They are sour, I could not eat them if I had them."

Write six sentences having Transitive verbs, six with Intransitive verbs, and three with Incomplete verbs.

INFLECTIONS OF THE VERB.

123. Verbs are inflected for Voice, Mood, Tense, Number, and Person.

VOICE.

124. VOICE shows whether the subject of a verb acts or is acted upon.

There are two Voices—the Active and Passive.

The Active Voice denotes that the subject of the verb acts; as, He *wrote* a letter.

The Passive Voice denotes that the subject of the verb is acted upon; as, A letter *was written* by him.

Passive comes from a Latin word which means *to suffer*.

The *object* in the active voice becomes the *subject* in the passive voice.

125. When the *agent* is chiefly noticed, the *active* voice is used, and when the *object*, the *passive* voice.

There are no inflections in English that show the passive voice. To make the change, the verb "to be" is needed, which is therefore called an *auxiliary* or helping verb. The word denoting the agent in the passive voice has the word *by* before it, either expressed or understood.

126. Verbs which take *two* objects after them in the active voice (§ 120) can take *one* in the passive; as:

Active.

I gave him a book.

Passive.

A book was given him by me;
He was given a book by me.

127. When a Factitive verb is changed from the active voice to the passive the objective complement becomes a subjective one; as:

Active.

They made him *King*.

Passive.

He was made *King* by them.

128. Intransitive verbs have no object, and therefore have no passive voice.

But intransitive verbs with prepositions, used as transitives, have a passive voice; as, He *was laughed at* by all.

EXERCISE XVIII.

Change the verbs in the following sentences from the Active to the Passive voice:—

I called him. Cain killed Abel. He stole a book. She loves her father. I saw an owl. He rang the bell. A snake bit the man. Mary brought a chair. John wrote a letter. Our habits make us slaves. He showed him his lessons. She gave us some mangoes. We promised him five pounds. A cloud hid the sun. The soldier saw the sick man stumble and fall. Napoleon often defeated the Russians, but at last the Russians defeated him.

Change the verbs in the following sentences from the Passive to the Active voice:—

John was beaten by James. The English were conquered by the Normans. Many have been ruined by gambling. Such mistakes are made by beginners. The remainder was devoured by vultures. The slate was broken by me. War was declared against France by Prussia. Somebody's bullock was killed by a tiger. A present was bought for him by his father. Night was made hideous by their howls. The tank will be completed by the government engineers. Your food should have been cooked by the servant.

MOOD.

129. Mood shows the *mode* or *manner* of the action expressed by the verb.

There are four moods — Indicative, Subjunctive, Imperative, and Infinitive. To these may be added the Gerund and the Participle.

130. The Indicative Mood simply declares a thing, or it asks a question; as, He *runs*; He *will come*; Who *knows*?
Indicative means *pointing out*.

131. The Subjunctive Mood is so called because it is chiefly used in clauses *subjoined* to the principal clause of the sentence. It states a thing as a *condition* or *supposition*, and does not make a statement of *fact*; as, I *will go, if he come*; *were he here, he would tell you*.

Subjunctive means *joined under*. Uncertainty is generally implied. It usually follows such words as *if, unless, though, lest, &c.*, but these are not a part of the verb. Its use is dying out in modern English.

132. The Imperative Mood commands, advises, entreats; as, *Do this; Forgive and forget; Spare his life.*

Imperative means *commanding*.

The Imperative is the root of the verb from which the other parts are derived.

133. The Infinitive Mood simply names the action and is not limited by time, person, or number; as, *To write.*

Infinitive means *without end*. It is not properly a mood, but a verb used as a noun. The preposition *to* is usually prefixed, and hence called the *sign*, or mark, of the infinitive. It may be either in the nominative or in the objective case.

The name Potential Mood has been given to such forms as, *He may read; She may go;* but it is now generally given up. *Can* is in the indicative; *read* is in the infinitive. *To* is left out after *can, may,* &c. *Potential* means *having power*.

134. The *Infinitive of Purpose* is called the Gerund Infinitive; as, *He came to learn.* The verbal noun ending in *-ing* is also called the Gerund; as, *Gambling* is hurtful.

The word Gerund means *carrying on*. It denotes the doing of which the verb signifies.

135. The Participle is so called because it partakes of the properties of the verb and the adjective; as, *I saw the boy running.*

Participle means *sharing, taking part*. As verbs, participles are in the action; as adjectives, they qualify nouns. Participles are *verbal adjectives*. Gerunds are *verbal nouns*. Nouns in *-ing* must be distinguished from participles in *-ing*; a large *building* (noun); *building* a house (participle).

In Old English the present participle and the gerund had different endings;—present participle, *writende*, writing; gerund, *writung*. In later English these two suffixes, *-ende* and *-ung*, were merged into *-ing*, and now there is only one form for both parts of the verb; *I am writing* (Present Participle); *Writing is useful* (Gerund).

EXERCISE XIX.

Name the Voices and Moods of the verbs in the following sentences:—

Do it yourself. To err is human; to forgive, divine. I found him reading. Are you fond of writing letters? If I go, I will let you know. Let him not despond. Forbear to trouble yourself about trifles. I would help you if I could. Had you been present, I should have seen you. I hear that you broke it. The governor refused to comply. I hate lying. You can send him. If that happened, it was a great misfortune. Giving is better than receiving. He can do it if he likes. They came to see the show. I saw him running away. If he were here I should ask him. He was taught reading and writing. We should hate lying. I saw him breaking stones. Seeing for himself the damage done by the flood, he decided to have the dykes strengthened. Learn to act for yourself. Much that you say was known to me. If he comes by train he will arrive in the morning. I like travelling by coach. Riding slowly, I reached home just as the sun was setting. Step aside and speak to the poor fellow.

Make four sentences each containing a Gerund, and other four each containing a Participle.

TENSE.

136. TENSE is a change in the verb to express time.

Tense comes from a word meaning time.

There are three great divisions of time—Present, Past, Future. The name Tense is given to the different forms of verbs which denote them.

The verb is the only kind of word which by its own forms can point out time.

137. The English verb has only two tenses formed by inflection,—the Present and Past. The Future is formed by the help of other verbs.

The Present Tense denotes that the action is going on now; as, I *love*; I *am loving*.

The Past Tense denotes that the action took place, or was going on, in time past; as, I *saw him*; He *was walking*.

The **Future Tense** denotes that the action is yet to take place. It is formed by means of the verbs *shall* and *will*, followed by the infinitive; as, I shall go; he will go.

138. Each tense has three forms:

(1) An action simply mentioned is said to be **Indefinite**. as, I *love*, I *loved*, I *shall love*.

(2) An action mentioned as still going on is said to be **Imperfect**. It is formed by means of the verb *be* and the imperfect participle; as, I *am loving*, I *was loving*, I *shall be loving*.

Progressive (moving forward), **Incomplete** (not complete), **Continuous** (proceeding), are other names for the imperfect.

(3) An action mentioned as finished is said to be **Perfect**. It is formed by means of the verb *have* and the perfect participle; as, I *have loved*, I *had loved*, I *shall have loved*.

139. The **Present Perfect** denotes that the action has just now been completed; as, I *have dined*.

It is a common mistake to use the present perfect instead of the past indefinite; as, "I have seen him yesterday," instead of, "I saw him yesterday." Unless the action has just been completed, or if time is mentioned, the past indefinite should be used; as, I have seen him; I saw him an hour ago.

The **Past Perfect**, also called **Pluperfect**, denotes that the action was completed before another action took place; as, I *had seen* him before I met you.

Pluperfect means *more than perfect*. The past perfect should not be used unless the other action is mentioned; as, "I had seen him yesterday," ought to be, "I saw him yesterday."

The **Future Perfect** denotes that the action will be completed before another future action takes place; as, I *shall have left* before you return.

140. The active voice has a fourth form, called **Perfect Continuous**. It expresses an action going on up to the present time; as, I *have been writing*.

It is also called the **Perfect Progressive** or **Perfect Incomplete**. It combines the meaning of the imperfect and perfect.

TABLE OF TENSES (*Active Voice*).

TENSE.	<i>Indefinite.</i>	<i>Imperfect or Continuous.</i>	<i>Perfect.</i>	<i>Perfect Continuous.</i>
Present.	I love	I am loving	I have loved	I have been loving
Past.	I loved	I was loving	I had loved	I had been loving
Future.	I shall love	I shall be loving	I shall have loved	I shall have been loving

EXERCISE XX.

Point out the Verbs in the following sentences and name their Moods and Tenses :—

I shall send it to-morrow. You asked me what I was doing. I had filled it before it burst. I shall have great pleasure in going with you. He met me when I was walking. I shall have completed it before to-morrow. We have written that we are coming. If you should see James, tell him that I want to speak to him. Shall I come down, and will you give me leave? If the sick man be sleeping, do not wake him. You came to ask me what I have been doing. It would have mattered little if he had not spoken harshly. You need not urge me, I intend to do it. If he had known how to manage the machine, such an accident could not have happened. Do not act without thought.

Correct the following where necessary :—

Last month I have bought a house. Is this correct? There had been a storm yesterday. I went to see him in the evening. I have spent all my money before I have received your letter. The mail has not yet arrived. He had studied for six months before he left. I have arrived this morning. I had seen him do it. The King has been crowned this year. The fleet should be assembled a week ago. The swallows had left before the winter begins.

NUMBER AND PERSON.

141. The verb, like the noun, has two NUMBERS, Singular and Plural; as, *He loves, they love.*

Distinct forms for the plural are found only in the verb to be; as, *am, we are; I was, we were.*

142. PERSON is a change in the Verb, according as the subject is the speaker, the person or persons spoken to, the person or thing spoken of; as, *I love, first person; Thou lovest, second person; He speaks, third person.*

The plural has no endings to mark Person. The person is known by the subject.

143. The PRESENT TENSE of the verb *bring* is thus inflected:—

Singular.

1st Per. *I bring*

2nd Per. *Thou bringest*

3rd Per. *He brings or bringeth*

Plural.

1st Per. *We bring*

2nd Per. *You bring*

3rd Per. *They bring*

The pronouns are no part of the verb. The second person singular (*thou bringest, thou lovest*), is seldom used except in poetry. In ordinary language the plural form (*you bring, you love*) takes its place. The third person singular present has *s*, or *es*, and the old form *eth*, which is now confined to poetry. These endings belong only to the indicative mood.

CONJUGATIONS.

144. The giving of the moods, tenses, and other parts of a verb is called its CONJUGATION.

Conjugation means *yoking*, or *joining together*.

145. Verbs are divided into Strong and Weak verbs according to the way in which they form the past indefinite tense.

146. A Strong verb forms the past tense by changing the vowel of the present tense. Nothing is added to the

sent to make it past. Thus, in *write*, *wrote*, the vowel is changed, but nothing is added. Strong verbs are sometimes said to belong to the *Old* conjugation.

147. A Weak verb forms the past by adding *d*, *ed* or *t* to the present. Thus, *love*, *loved*; *spend*, *spent*. Weak verbs are sometimes said to belong to the *New*, or *Modern*, conjugation.

Some weak verbs seem to belong to the strong conjugation, because they change the vowel, as, *teach*, *taught*, *seek*, *sought*, *say*, *said*; but they are weak because they add *d* or *t* for the past tense. There are also weak verbs which change the vowel, and make no addition; as, *meet*, *met*; *feed*, *fed*. Such verbs in Old English had terminations which have been lost.

Weak verbs are sometimes divided into Irregular Weak verbs, like *beseech*, *besought*, and Regular Weak verbs, like, *love*, *loved*.

Verbs which form the past tense by adding *d*, *ed* or *t* are sometimes called Regular verbs. Those which do not thus form the past tense are said to be Irregular. Though not strictly correct, the distinction is much more easily understood than that between strong and weak verbs.

148. Some verbs have both forms. Thus, *shear*, *shore*, *shorn*, has also *sheared*, *sheared*.

LIST OF STRONG VERBS.

149 Formerly the past participle of these verbs was always formed by adding - *n*, *en*, or *ne*; in some this termination has been lost. Verbs to which *r* is prefixed have also weak forms. The past participles which are distinguished by an asterisk (*) are now never used in the formation of tenses, and are *verbal adjectives* only. The past tenses printed in italics are old forms now seldom used, save in poetry.

Present.	Past.	Past Part.	Present.	Past.	Past Part.
Abide	abode	abode	Bear	{ bore,	{ born
Arise	arose	arisen		{ bare	
Awake	awoke	awoke		{ (bring forth)	

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Bear	{ bore, bare }	{ borne }	Go	went	gone
(carry)			Grind	ground	ground
Beat	beat	beaten	Grow	grew	grown
Become	became	become	rHang	hung	hung
Beget	{ begat begot }	{ begot begotten }	Hide	hid	{ hidden, hid }
Begin	began	begun	Hold	held	held
Behold	beheld	{ beheld (beholden)† }	Know	knew	known
Bid	{ bade, bid }	{ bidden, bid }	Lie	lay	lain
Bind	bound	{ bounden* bound }	Ride	rode	ridden
Bite	bit	bitten, bit	Ring	rang	rung
Blow	blew	blown	Rise	rose	risen
Break	{ broke, brake }	{ broken }	Run	ran	run
Chide	chid	{ chidden, chid }	See	saw	seen
Choose	chose	chosen	rSeethe	sod	sodden
Cleave	{ clove, cleft, clave }	{ cloven,* cleft }	Shake	shook	shaken
Cling	clung	clung	rShave	shaved	shaven
Come	came	come	rShear	{ sheared shore }	{ shorn }
rDig	dug	dug	Shine	shone	shone
Do	did	done	Shoot	shot	shot
Draw	drew	drawn	rShow	showed	shown
Drink	drank	{ drunk, drunken* }	Shrink	shrank	{ shrunk, shrunken }
Drive	{ drove drave }	{ driven }	Sing	sang	sung
Eat	ate	eaten	Sink	sank	{ sunk, sunkent }
Fall	fell	fallen	Sit	sat	sat
Fight	fought	fought	Slay	slew	slain
Find	found	found	Slide	slid	{ slid slidden }
Fling	flung	flung	Sling	slung	slung
Fly	flew	flown	Slink	slunk	slunk
Forbear	forbore	forborne	rSow	sowed	sown
Forbid	forbade	forbidden	Smite	smote	smitten
Forget	{ forgot forgat }	{ forgotten }	Speak	{ spoke spake }	{ spoken }
Forsake	forsook	forsaken	Spin	{ spun span }	{ spun }
Freeze	froze	frozen	Spit	spat	spat, spit
Get	got, gat	got, gotten*	Spring	{ sprang, sprung }	{ sprung }
Give	gave	given	Stand	stood	stood
			rStave	stove	stove
			Steal	stole	stolen
			Stick	stuck	stuck
			Sting	stung	stung

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Stink	stank	stunk	Tear	tore	torn
Stride	strode	stridden	Thrive	throve	thriven
Strike	struck	{ struck, stricken*	Throw	threw	thrown
String	strung	strung	Tread	trod	{ trodden, trod
Strive	strove	striven	Wake	woke	waked
Swear	{ swore swore	{ sworn	Wear	wore	worn
Swell	swelled	swollen	Weave	wove	woven
Swim	swam	swum	Win	won	won
Swing	swung	swung	Wind	wound	wound
Take	took	taken	Wring	wrung	wrung
			Write	wrote	written

LIST OF WEAK VERBS.

150. The following verbs belong to the Weak Conjugation, in addition to the large class which form their past tense and past participle by adding -d or -ed.

CLASS I.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Bereave	berest	berest	Hew	hewed	hewn
Beseech	besought	besought	Keep	kept	kept
Bleed	bled	bled	Kneel	knelt	knelt
Blend	blended	blent	Lay	laid	laid
Breed	bred	bred	Lead	led	led
Bring	brought	brought	Leap	leapt	leapt
Build	built	built	Learn	learnt	learnt
Burn	burnt	burnt	Leave	left	left
Buy	bought	bought	Lend	lent	lent
Catch	caught	caught	Light	lit	lit
Clothe	clad	clad	Load	loaded	laden
Creep	crept	crept	Lose	lost	lost
Crow	crew	crowed	Make	made	made
Curse	curst	curst	Mean	meant	meant
Dare	durst	dared	Meet	met	met
Deal	dealt	dealt	Melt	melted	molten
Dream	dreamt	dreamt	Mow	mowed	mown
Dwell	dwelt	dwelt	Prove	proved	proven
Feed	fed	fed	Rend	rent	rent
Feel	felt	felt	Rive	rived	riven
Flee	fled	fled	Saw	sawed	sawn
Gild	gilt	gilt	Say	said	said
Gird	girt	girt	Seck	sought	sought
Grave	graved	graven	Sell	sold	sold
Have	had	had	Send	sent	sent
Hear	heard	heard	Sew	sewed	sewn

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Shave	shaved	shaven	rSpill	spilt	spilt
Shoe	shod	shod	rStrew	strewed	strewn
rShow	showed	shown	Sweep	swept	swept
Sleep	slept	slept	rSwell	swelled	swollen
rSmell	smelt	smelt	Teach	taught	taught
rSow	sowed	sown	Tell	told	told
Speed	sped	sped	Think	thought	thought
rSpell	spelt	spelt	Weep	wept	wept
Spend	spent	spent	rWork	wrought	wrought

CLASS II.

Verbs which have the three parts alike.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Bet	bet	bet	Rid	rid	rid
Burst	burst	burst	Set	set	set
Cast	cast	cast	Shed	shed	shed
Cost	cost	cost	Shred	shred	shred
Cut	cut	cut	Shut	shut	shut
Hit	hit	hit	Slit	slit	slit
Hurt	hurt	hurt	Spit	spit	spit
rKnit	knit	knit	Split	split	split
Let	let	let	Spread	spread	spread
Put	put	put	Thrust	thrust	thrust
rQuit	quit	quit	rWed	wed	wed
Read	read	read			

CONJUGATION WITHOUT AUXILIARIES.

151. The following is the inflection of the weak verb to love, without the help of other verbs:—

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Perfect Participle.</i>
Love	Loved ¹	Loved

INDICATIVE MOOD.

<i>Present Tense.</i>	
<i>Singular.</i>	<i>Plural.</i>
1. I love	1. We love
2. Thou lovest	2. You love
3. He loves	3. They love
<i>Past Tense.</i>	
1. I loved	1. We loved
2. Thou lovedst	2. You loved
3. He loved	3. They loved

¹ Loved is a short form.

IMPERATIVE MOOD.

2. Love (thou) 2. Love (ye, or you)

INFINITIVE MOOD.

To love

GERUNDS.

Loving

To love

PARTICIPLES.

Imperfect, Loving

Perfect, Loved

152. The strong verb to write is thus inflected:—

Present Tense.

Past Tense.

Perfect Participle.

Write

Wrote

Written

INDICATIVE MOOD.

Present Tense.

Singular.

Plural.

- | | |
|-----------------|---------------|
| 1. I write | 1. We write |
| 2. Thou writest | 2. You write |
| 3. He writes | 3. They write |

Past Tense.

- | | |
|-----------------|---------------|
| 1. I wrote | 1. We wrote |
| 2. Thou wrotest | 2. You wrote |
| 3. He wrote | 3. They wrote |

IMPERATIVE MOOD.

- 2. Write (thou)** **2. Write (ye, or you)**

INFINITIVE MOOD.

To write.

GERUNDS.

Writing

To write

PARTICIPLES.

Imperfect, Writing.

Perfect, Written.

The above are, strictly speaking, the only conjugations of the English verb, the other moods and tenses, which in Latin and other languages are formed by inflection, being formed by the aid of other verbs.

The English verb has thus only a small number of inflections. *Write* has seven forms: *write, writest, writ's, writing, written, wrote, wrotest*. Regular verbs have only six forms: *love, lovest, loves, loved, lovedst, loving*.

EXERCISE XXI.

Conjugate the verbs serve, call, grieve, learn, smite, sit, walk, fight and give, without the aid of other verbs.

Give the Mood, Tense, Person, and Number of verbs in the following sentences :—

You walked. They move. I go. He wishes. We cry. I laughest. Run you. We praised. You ordered. Tell him to go. I called. Thou turnest. Stop. He came to shoot. They like him. You run. The horse fell. They went to beg. I saw him walk. The sailor told his story. You make me ashamed.

AUXILIARY VERBS.

153. Only the Present and Past tenses are expressed by inflections of the verb itself. Additional tenses formed by the help of other verbs, called Auxiliary verbs, viz.: *be, have, shall, and will.*

Auxiliary means helping. Such verbs are frequently used, and of great importance.

Do, May, and Can would be ranked as auxiliaries, if the *Imperative* and *Potential* moods were admitted into the conjugation of the verb. Some of the auxiliaries are also used as principal verbs.

154. The verb *be* has two distinct uses :—

(1) As an intransitive verb either of complete or incomplete predication; as, "He that cometh to God *is* believed that He *is*, and that He *is* a rewarder of them that diligently seek Him." The first *is* = exists, and is complete; the second *is* is incomplete and has as its complement all the words that follow it.

(2) As an auxiliary verb. The **Passive Voice** is formed by joining the past participle of a verb to the verb "be" throughout; as, he *is* loved, *to be* loved, *being* loved. The **Progressive** form of the active voice is formed by similarly joining the present participle; as, I *am* loving, *was* loving, &c.

Conjugation of be.

Present Tense.

Am

Past Tense.

Was

Past Participle.

Been

INDICATIVE MOOD.

Present Tense.

Singular.

1. Person I am
2. " Thou art
3. " He, she or it, is

Plural.

1. Person We are
2. " You are
3. " They are

Past Tense.

1. I was
2. Thou wast
3. He was

1. We were
2. You were
3. They were

SUBJUNCTIVE MOOD.

Present Tense.

1. If I be
2. If thou be
3. If he be

1. If we be
2. If you be
3. If they be

Past Tense.

1. If I were
2. If thou wert
3. If he were

1. If we were
2. If you were
3. If they were

IMPERATIVE MOOD.

Singular.

2. Be (thou)

Plural.

2. Be (ye, or you)

INFINITIVE MOOD.

To be

GERUNDS.

Being.

To be

PARTICIPLES.

Present, Being

Past, Been

155. The verb have has also two uses:—

(1) As a *transitive verb* in the sense of *hold, possess*; as, I have a book.

(2) As an *auxiliary*. Followed by the perfect participle of another verb, *have* forms the present perfect and past perfect tenses; as, I *have written*, I *had written*.

*Conjugation of have.**Present Tense.*

Have

Singular.

1. I have
2. Thou hast
3. He has

1. I had
2. Thou hadst
3. He had

Past Tense.

Had

PRESENT TENSE.

Plural.

1. We have
2. You have
3. They have

PAST TENSE.

1. We had
2. You had
3. They had

Perfect Participle
Had

IMPERATIVES.

Have (thou)

Have (ye, or you)

INFINITIVE.

To have

PARTICIPLES.

Having

Had

156. Shall and will have only the present and tenses of the indicative mood. They are used with infinitives to form the future tenses of verbs.

Conjugation of shall.

PRESENT TENSE.

Singular.

1. I shall
2. Thou shalt
3. He shall

Plural.

1. We shall
2. Ye, or you shall
3. They shall

PAST TENSE.

1. I should
2. Thou shouldst
3. He should

1. We should
2. Ye, or you should
3. They should

Conjugation of will.

PRESENT TENSE.

1. I will
2. Thou wilt
3. He will

1. We will
2. Ye, or you will
3. They will

PAST TENSE.

1. I would
2. Thou wouldst
3. He would

1. We would
2. Ye, or you would
3. They would

157. *Shall* primarily means *obligation*, what one *ought* to do; *will* means *wish*, what a person is *willing* to do. But the force of these two auxiliaries varies with the person of the verb. The following notes should be carefully studied:—

(1) *Shall* retains its primary meaning in the second and third persons singular and plural; as, Thou *shalt* not kill; he *shall* surely die. Besides commanding and threatening, it also *promises*; as, He *shall* be blessed.

(2) *Shall* is only an auxiliary of the future in the first person, and in interrogative sentences in the second person; as, *Shall you go?* It is an independent verb in the second and third persons.

(3) *Shall*, in the first person singular and plural, denotes simple futurity. It simply states that something will happen; as, I *shall* go home. It does not denote any *wish* on the part of the speaker. On the other hand, *will* in the first person implies that the action is dependent upon the will of the speaker. I *will* go home, denotes that it is my own wish to go.

(4) *Will* in the second and third persons usually means simple futurity, without any reference to the wish of the agent. He *will* be punished, simply states what will happen.

EXERCISE XXII.

Give the Mood, Tense, Person and Number of the verbs in the following:—

Will you do it? Shall I send it? Thou shalt not kill. The dogs will bark. He should not have done it. The cat will catch the mouse. I shall go to London. I will go to London. He will suffer for it. You should not hurt him. They would not take the money. Be kind. We were tired, but you had done nothing to tire you. Having nothing of value, I have never been afraid of thieves. If you were as wise as your father we would listen to you. She should have thought about it.

Name the Principal Verbs and Auxiliaries in the following sentences:—

We shall sail to-morrow. He has lost his book. You should not do that. I have a horse. We were staying with him. Will you come with me? He is a great coward. Shall I send for him? Will you tell them? You should not go.

158. The following is the complete conjugation of regular verb to love, with auxiliaries.

ACTIVE VOICE.

*Pres. Ind., Love**Past. Loved**Past Part., Lo*

INDICATIVE MOOD.

PRESENT *Indefinite.**Singular.**Plural.*

1. I love
2. Thou lovest
3. He loves, *or* loveth

1. We love
2. You love
3. They love

PRESENT *Imperfect or Continuous.*

1. I am loving
2. Thou art loving
3. He is loving

1. We are loving
2. You are loving
3. They are loving

PRESENT *Perfect.*

1. I have loved
2. Thou hast loved
3. He has, *or* hath loved

1. We have loved
2. You have loved
3. They have loved

PRESENT *Perfect Continuous.*

1. I have been loving
2. Thou hast been loving
3. He has been loving

1. We have been loving
2. You have been loving
3. They have been loving

PAST *Indefinite.*

1. I loved
2. Thou lovedst
3. He loved

1. We loved
2. You loved
3. They loved

PAST *Imperfect or Continuous.*

1. I was loving
2. Thou wast loving
3. He was loving

1. We were loving
2. You were loving
3. They were loving

PAST *Perfect.*

1. I had loved
2. Thou hadst loved
3. He had loved

1. We had loved
2. You had loved
3. They had loved

PAST *Perfect Continuous.*

1. I had been loving
2. Thou hadst been loving
3. He had been loving

1. We had been loving
2. You had been loving
3. They had been loving

FUTURE *Indefinite*.

- | | |
|-------------------|-------------------|
| 1. I shall love | 1. We shall love |
| 2. Thou wilt love | 2. You will love |
| 3. He will love | 3. They will love |

FUTURE *Imperfect* or *Continuous*.

- | | |
|------------------------|------------------------|
| 1. I shall be loving | 1. We shall be loving |
| 2. Thou wilt be loving | 2. You will be loving |
| 3. He will be loving | 3. They will be loving |

FUTURE *Perfect*.

- | | |
|-------------------------|-------------------------|
| 1. I shall have loved | 1. We shall have loved |
| 2. Thou wilt have loved | 2. You will have loved |
| 3. He will have loved | 3. They will have loved |

FUTURE *Perfect Continuous*.

- | | |
|-------------------------------|-------------------------------|
| 1. I shall have been loving | 1. We shall have been loving |
| 2. Thou wilt have been loving | 2. You will have been loving |
| 3. He will have been loving | 3. They will have been loving |

SUBJUNCTIVE MOOD.

PRESENT *Indefinite*.*Singular.*

1. If I love
2. If thou love
3. If he love

Plural.

1. If we love
2. If you love
3. If they love

PRESENT *Imperfect* or *Continuous*.

- | | |
|----------------------|----------------------|
| 1. If I be loving | 1. If we be loving |
| 2. If thou be loving | 2. If you be loving |
| 3. If he be loving | 3. If they be loving |

This is the old form of the Subjunctive. If I *am* loving is now generally used.

PRESENT *Perfect*.

- | | |
|-----------------------|-----------------------|
| 1. If I have loved | 1. If we have loved |
| 2. If thou have loved | 2. If you have loved |
| 3. If he have loved | 3. If they have loved |

PRESENT *Perfect Continuous*.

- | | |
|-----------------------------|-----------------------------|
| 1. If I have been loving | 1. If we have been loving |
| 2. If thou have been loving | 2. If you have been loving |
| 3. If he have been loving | 3. If they have been loving |

PAST *Indefinite*.

- | | |
|--------------------|------------------|
| 1. If I loved | 1. If we loved |
| 2. If thou lovedst | 2. If you loved |
| 3. If he loved | 3. If they loved |

PAST Imperfect or Continuous.

- | | |
|------------------------|------------------------|
| 1. If I were loving | 1. If we were loving |
| 2. If thou wert loving | 2. If you were loving |
| 3. If he were loving | 3. If they were loving |

PAST Perfect.

- | | |
|------------------------|----------------------|
| 1. If I had loved | 1. If we had loved |
| 2. If thou hadst loved | 2. If you had loved |
| 3. If he had loved | 3. If they had loved |

PAST Perfect Continuous.

- | | |
|------------------------------|----------------------------|
| 1. If I had been loving | 1. If we had been loving |
| 2. If thou hadst been loving | 2. If you had been loving |
| 3. If he had been loving | 3. If they had been loving |

FUTURE Indefinite.

- | | |
|-------------------------|-----------------------|
| 1. If I should love | 1. If we should love |
| 1. If thou wouldst love | 2. If you would love |
| 3. If he would love | 3. If they would love |

*FUTURE Imperfect or Continuous.**Singular.*

1. If I should be loving
2. If thou wouldst be loving
3. If he would be loving

Plural.

1. If we should be loving
2. If you would be loving
3. If they would be loving

FUTURE Perfect.

- | | |
|-------------------------------|-----------------------------|
| 1. If I should have loved | 1. If we should have loved |
| 2. If thou wouldst have loved | 2. If you would have loved |
| 3. If he would have loved | 3. If they would have loved |

FUTURE Perfect Continuous.

- | | |
|-------------------------------------|-----------------------------------|
| 1. If I should have been loving | 1. If we should have been loving |
| 2. If thou wouldst have been loving | 2. If you would have been loving |
| 3. If he would have been loving | 3. If they would have been loving |

IMPERATIVE MOOD.

- | | |
|----------------|----------------------|
| 2. Love (thou) | 2. Love (ye, or you) |
|----------------|----------------------|

INFINITIVE MOOD.

- | | |
|--|-------------------------------|
| <i>Indefinite, To love</i> | <i>Perfect, To have loved</i> |
| <i>Imperfect or Continuous, To be loving</i> | |
| <i>Perfect Continuous, To have been loving</i> | |

GERUNDS.

- | | |
|------------------------------|------------------------|
| <i>Nom. and Obj., Loving</i> | <i>Dative, To love</i> |
|------------------------------|------------------------|

PARTICIPLES.

- | | | |
|---|--------------------|------------------------------|
| <i>Present, Loving</i> | <i>Past, Loved</i> | <i>Perfect, Having loved</i> |
| <i>Perfect Continuous, Having been loving</i> | | |

EXERCISE XXIII.

Give the Mood, Tense, Person, and Number of the verbs in the following:—

I have been walking. You commanded. We shall leave. I am going. He has departed. If I write. I shall have sent. Love your enemies. You had returned. If I have examined. Having defeated. You had been sleeping. He ought to love him. Look before you leap. I am making the box. John has been speaking. They will have arrived. I shall go next week. You may do it. He can remain. I see a boy riding. He likes reading. Lying is base. If he come, I will go with him. Let him that stole, steal no more. If he should come before night I will let you know. Had they invited me I should have gone. To have seen him again would have been a great pleasure to me. To be wasting your time when there is so much for you to do is foolish. Buy the truth and sell it not.

Conjugate fully the following verbs:—Write, bring, steal, keep, make.

PASSIVE VOICE.

159. The Passive Voice is formed by adding the Past Participle of a *transitive verb* after the verb *to be* in all the moods and tenses, thus:—

Conjugation of to be loved.

Pres. Ind., *Am loved* Past, *Was loved*
Perfect Part, *Been loved*

INDICATIVE MOOD.

PRESENT *Indefinite.**Singular.*

1. I am loved
2. Thou art loved
3. He is loved

Plural.

1. We are loved
2. You are loved
3. They are loved

PRESENT *Imperfect or Continuous.*

1. I am being loved
2. Thou art being loved
3. He is being loved

1. We are being loved
2. You are being loved
3. They are being loved

PRESENT *Perfect.*

1. I have been loved
2. Thou hast been loved
3. He has been loved

1. We have been loved
2. You have been loved
3. They have been loved

PAST *Indefinite*

- | | |
|--------------------|--------------------|
| 1. I was loved | 1. We were loved |
| 2. Thou wast loved | 2. You were loved |
| 3. He was loved | 3. They were loved |

PAST *Imperfect* or *Continuous*.

- | | |
|--------------------------|--------------------------|
| 1. I was being loved | 1. We were being loved |
| 2. Thou wast being loved | 2. You were being loved |
| 3. He was being loved | 3. They were being loved |

PAST *Perfect*.

- | | |
|--------------------------|------------------------|
| 1. I had been loved | 1. We had been loved |
| 2. Thou hadst been loved | 2. You had been loved |
| 3. He had been loved | 3. They had been loved |

FUTURE *Indefinite*.

- | | |
|-----------------------|-----------------------|
| 1. I shall be loved | 1. We shall be loved |
| 2. Thou wilt be loved | 2. You will be loved |
| 3. He will be loved | 3. They will be loved |

FUTURE *Perfect*.¹

- | | |
|------------------------------|------------------------------|
| 1. I shall have been loved | 1. We shall have been loved |
| 2. Thou wilt have been loved | 2. You will have been loved |
| 3. He will have been loved | 3. They will have been loved |

SUBJUNCTIVE MOOD.

PRESENT *Indefinite*.

- | | |
|---------------------|---------------------|
| 1. If I be loved | 1. If we be loved |
| 2. If thou be loved | 2. If you be loved |
| 3. If he be loved | 3. If they be loved |

PRESENT *Perfect*.

- | | |
|----------------------------|----------------------------|
| 1. If I have been loved | 1. If we have been loved |
| 2. If thou have been loved | 2. If you have been loved |
| 3. If he have been loved | 3. If they have been loved |

PAST *Indefinite*.

- | | |
|-----------------------|-----------------------|
| 1. If I were loved | 1. If we were loved |
| 2. If thou wert loved | 2. If you were loved |
| 3. If he were loved | 3. If they were loved |

PAST *Imperfect* or *Continuous*.

- | | |
|-----------------------------|-----------------------------|
| 1. If I were being loved | 1. If we were being loved |
| 2. If thou wert being loved | 2. If you were being loved |
| 3. If he were being loved | 3. If they were being loved |

¹ The Progressive form is rarely used in the Passive. The Past Perfect Passive, the Future Imperfect or Continuous, and the Future Perfect Passive are wanting.

PAST *Perfect*.

- | | |
|-----------------------------|---------------------------|
| 1. If I had been loved | 1. If we had been loved |
| 2. If thou hadst been loved | 2. If you had been loved |
| 3. If he had been loved | 3. If they had been loved |

FUTURE *Indefinite*.

- | | |
|-----------------------------|---------------------------|
| 1. If I should be loved | 1. If we should be loved |
| 2. If thou wouldst be loved | 2. If you would be loved |
| 3. If he would be loved | 3. If they would be loved |

FUTURE *Perfect*.

- | | |
|------------------------------------|----------------------------------|
| 1. If I should have been loved | 2. If we should have been loved |
| 2. If thou wouldst have been loved | 2. If you would have been loved |
| 3. If he would have been loved | 3. If they would have been loved |

IMPERATIVE MOOD.

- | | |
|--------------------|-------------------------|
| 2. Be (thou) loved | 2. Be (ye or you) loved |
|--------------------|-------------------------|

INFINITIVE MOOD.

Indefinite, To be loved *Perfect*, To have been loved

GERUNDS.

Nom. and Obj., Being loved *Dative*, To be loved

PARTICIPLES.

Imperfect or Continuous, Being loved *Perfect*, Been loved
Compound Perfect, Having been loved

THE INFLECTIONS OF THE TENSES.

160. Verbs ending in ss, sh, ch, x, or o, form the third person singular of the present indicative by adding es; as (dress) he *dresses*; (march) he *marches*; (go) he *goes*, &c.

161. Verbs ending in y change y into i, before the terminations est, es, eth, or ed, but not before ing; as, (try). *triest*, *tries*, *tried*, *trying*; but y with a vowel before it is not changed into i; as, (pray) *prayest*, *prays* or *prayeth*, *prayed* *praying*, &c.

162. Verbs accented on the last syllable, and verbs of one syllable ending in a single consonant after a single

vowel, double the final consonant before the terminations *eth, est, ed, ing, &c.*, but never before *s*; as (*cut*), *cutteth, cuttest, cutting, cuts*; (*forget*), *forgetteth, forgettest, forgetting, &c.* (*repeat*), *repeateth, repeatest, repeating, &c.*

EXERCISE XXIV.

Conjugate the following Verbs in the Passive Voice:—
Slay, forgive, shake, reward.

Give the Voice, Mood, Tense, Person, and Number of the verbs in the following sentences:—

Thou art praised. Thou canst love me. The thieves were caught. She will love them. Having hated. We should love men. Thou shalt love thy neighbour. You were loved. Remember my advice. We must learn our lessons. They had been forgiven. Thou shalt be rewarded. If he be called, he will come. He should be punished. He was informed of it. They might have loved their friends. Temperance preserves health. Honesty is the best policy. No one has yet reached the North Pole. Had anything occurred he would have been written.

Put the following sentences first into Past, and second into Future tenses:—

The sun sinks below the horizon. The grain is ready to be cut. The change of the monsoon, it thunders and lightens terribly. The general has taken his departure. I am going to school. It is impossible for me to do it. The waves are dashing over the pier. This course is approved by Government, and we have to agree to it.

Write the second and third persons singular of:—

Catch, grind, hope, destroy, injure, crave, pass, err, hunt, tug, attend, dilier, apply, copy, betray.

Make two sentences, each containing a verb in the present perfect continuous tense, indicative mood, active voice.

Make two sentences, each containing a verb in the future imperfect tense, indicative mood, active voice.

Make two sentences, each containing a verb in the present imperfect tense, indicative mood, passive voice.

Make two sentences, each containing a verb in the future imperfect tense, subjunctive mood, passive voice.

OTHER AUXILIARY OR DEFECTIVE VERBS.

163. Some verbs in frequent use are thus conjugated :—

To Do.*Present Tense.*

Do

Past Tense.

Did

Perfect Participle.

Done

PRESENT TENSE.*Singular.*

1. I do
2. Thou doest or doth
3. He does, doeth or doth

Plural.

1. We do
2. You do
3. They do

PAST TENSE.

1. I did
2. Thou didst
3. He did

1. We did
2. You did
3. They did

IMPERATIVE—Do**INFINITIVE—To do****PARTICIPLES.***Present—Doing**Perfect—Done*

Go has went in the past tense, and gone in the participle.

164. The following verbs are more or less defective, or wanting in some parts :—

May.**PRESENT TENSE.***Singular.*

1. I may
2. Thou mayest
3. He may

Plural.

1. We may
2. You may
3. They may

PAST TENSE.

1. I might
2. Thou mightest
3. He might

1. We might
2. You might
3. They might

Can.**PRESENT TENSE.**

1. I can
2. Thou canst
3. He can

1. We can
2. You can
3. They can

PAST TENSE.

1. I could
2. Thou couldst
3. He could

1. We could
2. You could
3. They could

165. May means *to be allowed, to be possible*; *chana*; I may go; he may come. Placed before its subject expresses a wish; as *May* you prosper! Can expresses *power*; as, I *can* do it. It is also used to express *mission*; as, You *can* go if you like. Here *can* = *May* and *can* were formerly used to form what was called the Potential Mood.

166. Must expresses *necessity, duty, or certainty* of existence; as, I *must* be off; You *must* be wrong; The *must* be dry by this time. *Must* does not change for number, or person. It is used only in the Indicative.

167. Ought is the past tense of the verb *owe*, *to*. It is used as a present to express *duty*, and is followed by an infinitive; as, I *ought* to go; You *ought* to have done it. When past time is expressed, *ought* is followed to a perfect infinitive; as, I *ought to have* done it.

168. Quoth means *said*. It is used only in the first and third persons in the past tense, and precedes the subject; as, *quoth* he. It is now very rarely used.

Worth, in *Woe worth* the day, is from *worthen* to become; means *woe be* to the day. The noun following is in the objective.

169. Dare. In the sense of *to have courage, to* this verb has both *dare* and *dares* in the third person present, and *dared* or *durst* in the past in all persons. It is followed by a negative *dare* only is used; as, He *dare* not do it. In the sense of challenge *dares* only is used in the third person, sing. present, and *dared* in the past; as, *dares* you to do it; I *dared* him to meet me.

170. Need is a regular verb, signifying *require*. In the present indicative when followed by a negative; as, I *need* not go; He *needs* a rest. *Needs* has become an adverb meaning *of necessity*; as, I *must needs* write.

VARIOUS FORMS OF VERBS.

171. The **Emphatic** form is used to give more force, as a person raises his voice in speaking. It consists in placing the infinitive of the verb after *do* or *did*; thus:—

INDICATIVE MOOD.

Present Emphatic.

- | | | | |
|--------------------|-------|------------|------|
| 1. I do | love | 1. We do | love |
| 2. Thou dost | love | 2. You do | love |
| 3. He does or doth | love. | 3. They do | love |

Past Emphatic.

- | | | | |
|---------------|------|-------------|------|
| 1. I did | love | 1. We did | love |
| 2. Thou didst | love | 2. You did | love |
| 3. He did | love | 3. They did | love |

IMPERATIVE MOOD.

- | | |
|-----------------|-----------------------|
| 2. Do thou love | 2. Do ye, or you love |
|-----------------|-----------------------|

The emphatic form is confined to the tenses without auxiliary verbs.

172. The **Interrogative** form is used in asking questions. It consists in placing the nominative between the auxiliary and the verb; thus, Shall *I* go?

If there is no auxiliary, *do* or *did* is usually placed before the nominative; thus, *Do I* write well? *Did you* hear?

An interrogative sentence may also be formed by placing the verb before its subject; as, *Lovest thou me?* *Said he not so?* This old form is now seldom used, except in poetry, and with the verb *to be*; as, *Is he here?*

A polite request may be made in the interrogative form; as, "Will you have the goodness to do so and so?"

173. The **Negative** form is used in denying. It requires *not*, or some other negative.

If there is an *auxiliary*, *not* is inserted *after* it; as, We will *not* get it. If there is no auxiliary, *do* is usually put before *not*; as, I *do not* wish to go. *Not* is sometimes simply placed after the verb; as, He spoke *not* a word. *Not* is placed *before* the *infinitive*; as, I told him *not* to come.

Do is *not emphatic* when used in interrogative and negative sentences.

EXERCISE XXV.

Parse the nouns and pronouns, and give the mood and tense of the verbs, in the following sentences :—

I must not do it. Can you lend me your knife? He ought to do his duty. My father told me that I might go. "Bring it to me," quoth he. You may go to-morrow. I could give the money if I wished. I told you to tell him to come? You can get it next week. I did not see him.

She may go as soon as she can. May I speak to her? Could he come to-morrow? Ought I not to let him know? You must be there or you will have to wait. How can I help you?

If you are so careless no help will be of any use. Any man may take a horse to water, but no man can make it drink. Boast not thyself to-morrow, for thou knowest not what a day may bring forth.

If he had said so, I should have believed him. If you would lend me your dictionary, I should be much obliged to you. The officer fell while leading his troops. We arrived there first by taking a shorter road. By using false pretences he gained his end, but he suffered for it afterwards.

EXERCISE XXVI.

Put the following sentences into the emphatic form :—

I like him. He told them. Ask him. I detest tobacco. Bid them go away. The two boys fought. Come with me. The sun shines. Their horse bolted. The cock crows early.

Put the following sentences into the interrogative form :—

I shall go. He is there. We have some oranges. Your father praised him. You like music. She has finished the book. He has received the letter. They did not understand the question. There is a tiger in the jungle. He that sows iniquity shall reap vanity. A merry heart makes a cheerful countenance.

Put the following sentences into the negative form :—

He will come. You are fortunate. My brother went away. I am well. Is he afraid? I have finished my exercise. We found them at home. He was shot by the enemy. A wise man keeps silent. Tell me all. The tide comes in slowly.

Correct the following errors :—

Why you come? What they are doing? When the battle of Plassey was fought? To whom you will give this book? You were absent yesterday? Why you told my father? Why you tell lies? How the carpenter does his work? The teacher has come or not? Why you did come? How then you come here?

CAUSATIVE VERBS, ETC.

174. **Causative Verbs** are those which mean to *cause* or *make*. Only a few English verbs have a causal form; as, *rise*, causal, *raise*; *fall*, *fell*; *sit*, *set*; *see*, *shew*; *lie*, *lay*; &c.; The tree *falls*; He *felled* the tree.

Some verbs take a causal sense without any change of form; as, Water *boils*; He *boils* the water; Charles *ran*; The doctor *ran* a needle into the boil.

Intransitive verbs become transitive when used in a causal sense.

The causal sense may also be expressed by other words; as, I *made* him do it.

The name **Factative**¹ is given to some transitive verbs which take *one* object only, but require some word or phrase to be added to the verb to make its sense complete; as, The soldiers *made* him *emperor*. The word *emperor* is added to complete the sense of the verb, and is called its **Complement**. The Complement may be a noun, an adjective, a participle, a phrase, &c.; as, He set him *free*; They forced him *to go*.

175. Some intransitive verbs take objects after them of a similar meaning; as, He *fought* a good *fight*. Such objects are said to be **Cognate**, because they are from the same root as the verb.

176. **Impersonal Verbs** are used in the third person singular; as, it *rains*, it *thunders*, how *dark* it grows. In *methinks*, it is omitted and the pronoun in the objective is placed before the verb. The meaning is, *It appears to me*.

PARSING OF VERBS.

The following is the order to be observed:—(1) *Conjugation* (strong, weak); (2) *Kind* (transitive, intransitive); (3) *Voice*; (4) *Mood*; (5) *Tense*; (6) *Person*; (7) *Number*; (8) *Relation to other words in the sentence*. If the verb is incomplete its complement should be named.

EXAMPLES.

"The stone you threw smashed the window."

Threw: verb, strong, transitive, active, indicative, past, 2nd person singular, agreeing with its subject *you*, and governing the relative *that* (understood).

Smashed: verb, weak, transitive, active, indicative, past, 3rd person singular, agreeing with its subject *stone*, and governing *window*.

"To be diligent is wise."

To be: verb, intransitive, incomplete (complement *diligent*) forming with its complement, an infinitive noun-phrase.

Is: verb, intransitive, incomplete (complement *wise*) indicative present, third person, singular, agreeing with its subject *to be diligent*.

EXERCISE XXVII.

Parse the verbs in the following sentences:—

The gardener will fell the tree. Does it thunder? Tell him to turn the horse up and down. He sighed a sigh and prayed a prayer. I thought him a fool. It rained fire and brimstone. He died a happy death. Some children fly kites. You are fighting a shadow. I dare not come to Parliament is still sitting. The flowers would have withered if I had watered them. He might have passed if he had studied hard. You should take the horse and have a ride. Tell the boy to come to-morrow. You should have gone when you ordered him. His father built him a house. If you go, I shall follow you. To err is human; to forgive, Divine.

"Defer not till to-morrow to be wise;
To-morrow's sun on thee may never rise."

"How dull it is to pause, to make an end,
To rust unburnished, not to shine in use,
As though to breathe were life."

"The cock is crowing, the stream is flowing,
The small birds twitter, the lake doth glitter,
The green fields sleep in the sun."

"It caseth some, though none it ever cured,
To think their sorrows others have endured."

"Be noble! And the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own;
Then wilt thou see it gleam in many eyes,
Then will pure life around thy path be shed.
And thou wilt never more be sad and lone."

THE ADVERB.

177. An ADVERB is a word which modifies the meaning of a verb, an adjective, or another adverb; as, Walk *quickly*; it is *too* large; he studies *very diligently*.

The adverb is to the verb what the adjective is to the Noun.

Adverbs sometimes qualify sentences or phrases; as, *Unfortunately*, he was not at home. The child was *nearly* under the wheels of the carriage.

Adverbs are sometimes said to qualify prepositions and conjunctions, but this is hardly correct. Whenever an adverb appears to qualify a preposition it really qualifies a prepositional phrase. The only conjunctions which can be truly qualified by adverbs are conjunctive adverbs, (see below) and even then it will invariably be found that the whole idea which is modified by the adverb is contained *not in the conjunctive adverb alone*, but in it *plus* the sentence which it introduces.

Adverbs may be divided into three classes—(1) Simple, (2) Relative or Conjunctive, and (3) Interrogative.

178. Simple Adverbs merely qualify the meaning of the words to which they are attached; as, Do it *well*, He came *quickly*, It is *nearly* black.

Most adverbs belong to this class.

179. Relative or Conjunctive Adverbs both qualify words and connect sentences; as, He did it *when* all had come.

When not only qualifies the verb did, but joins the two sentence. A *conjunctive adverb* should be distinguished from a *conjunction*. The latter simply *connects*; it does not *qualify*. *Relative or Conjunctive Adverbs* are so called because they have the properties both of relative pronouns and of conjunctions, they refer to an antecedent expressed or understood, and they join sentences together.

The chief Relative or Conjunctive Adverbs are *when*, *while*, *where*, *whence*, *why*, *how*, *as*, and *then*.

180. Interrogative Adverbs are the same as relative or conjunctive but are used to ask questions; as, When did he come? Where is he? Why did you refuse?

181. **Simple Adverbs** may be divided into different classes, according to their meaning :—

(1) **Adverbs of Quality**; as, *well, ill*. Most adverbs belong to this class.

(2) **Adverbs of Time**; as,

Afterwards, again, already, ago, before, by-and-by, daily, early, hereafter, hourly, immediately, lately, never, now, often, once, present, seldom, since, sometimes, soon, then, to-day, to-morrow, until, while, whilst, yesterday, &c.

(3) **Adverbs of Place**; as,

Above, afar, aloof, apart, around, aside, asunder, away, backward, before, behind, below, down, downwards, elsewhere, everywhere, forth, forward, hence, inward, off, onward, out, outwards, sideways, upwards, where, within, yonder, &c.

(4) **Adverbs of Degree or Quantity**; as,

Almost, also, altogether, enough, exceedingly, little, much, more, quite, rather, scarcely, sufficiently, too, very, wholly, &c.

(5) **Numeral Adverbs**; as,

Once, twice, firstly, often, frequently, singly, two by two, &c.

(6) **Adverbs of Cause and Effect**; as,

Accordingly, doubtless, hence, likewise, still, thence, therefore, wherefore, why, &c.

(7) **Adverbs of Belief and Disbelief**; as,

Yes, no, surely, perhaps, indeed, &c.

(8) **Adverbs of Comparison**; as,

So, as, than, &c.

The compounds of *here, there, where, hither, thither, whither, how, thence, and when* are all adverbs.

COMPARISON OF ADVERBS.

182. Many adverbs admit of comparison like adjectives. The numerous class ending in *ly* are compared by placing *more* and *most* before them; as, *willingly, more willingly, most willingly*. Others take *er* and *est* as adjectives; as, *soon, sooner, soonest; hard, harder, hardest*.

A few adverbs are compared irregularly :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Ill, badly	worse	worst
Well	better	best
Much	more	most
Little	less	least
Far	farther	farthest
(Forth)	further	furthest
Nigh, near	nearer	next
Late	later	latest, last
(Rathe, <i>adj.</i>)	rather	

The manner in which the above are used shows whether they are adverbs or adjectives. Rathe, *early*, is now obsolete.

ADVERBIAL PHRASES.

183. Two or more words having the force of an adverb form an **Adverbial Phrase**; as, *at last*, *by and by*, *now and then*, &c.

FORMATION OF ADVERBS.

184. Nearly all adverbs come from other words.

(1) Most adverbs are formed from adjectives by adding *ly*; as *wise*, *wisely*; *useful*, *usefully*.

Ly is shortened from *like*. Adverbs of this class are mostly adverbs of quality.

Adjectives ending in *y* not preceded by a vowel, change *y* into *i* before *ly*; as, *pretty*, *prettily*.

Adjectives ending in *le* simply change the *e* into *y*; as, *single*, *singly*.

(2) Some adverbs are formed from nouns; as, *afoot* (on foot), *ashore* (on shore) *across*, *aside*, *betimes*, *weekly*, &c.

(3) Some are derived from prepositions; as, *upwards*, *downwards*, *within*.

185. Other parts of speech are frequently used as adverbs; as—**Nouns**; as, *town* made; *skin* deep. **Pronouns**; as, *none* the worse. **Adjectives**; as, *pretty* good. **Prepositions**; as, *I told you before*. When prepositions are not followed by the objective case they are adverbs.

PARSING ADVERBS.

In parsing an adverb state: (1) its class; (2) its degree of comparison; and (3) its relation to other words in sentence.

EXERCISE XXVIII.

Compare *the following adverbs*:—Soon, excellent, much, seldom, near, badly, loud.

Form Adverbs from *the following words*:—Joy, hasty, laughing, double, in, like, up, day, simple, war.

Write sentences in which *the following nouns* are used as adverbs:—Machine, purse, tongue, time, sky, war.

Parse *the adverbs in the following sentences*:—

Never put off till to-morrow what should be done to-day. I have said this twice before you speak once. Where there is smoke, there is fire. This is pretty good, but not thoroughly good. He is much too quick in his movements. You are yet young enough to learn English very well. We lived there long ago. He went once more in vain. No one could have acted more nobly, yet he was sadly disappointed. The virtuous are, in general, happy. Always try to read distinctly. Men have cause, at last, to lament most bitterly their misimprovement of time. He is none the worse for working hard. Home-made bread is generally the most wholesome. Fire-proof safes are not necessarily thief-proof too.

THE PREPOSITION.

186. A Preposition is a word *placed before* a noun or pronoun to show the relation in which the person or thing denoted by it stands to something else; as, The book is on the table.

The noun or pronoun which follows a preposition is said to be *governed* by it, and is in the *objective* case.

Sometimes a preposition comes *after* the word which it governs. This is especially the case with the relative pronoun, expressed or understood; as, The boy (whom) you spoke of is here.

187. Many prepositions refer to **Place**; as, *in, on, at, near, above, under, &c.*

Some imply *rest* in a place; as, *at, by, in, on*. Others imply *motion* to or from a place; as, *down, from, into, up, &c.*; and others both *rest in* and *motion to*; as, *about, above, near, through, under, &c.*

188. Some prepositions express **Time**; as, *before* sunset, *after* ten o'clock.

Originally most prepositions expressed only a relation *in space*, but in process of time they came equally to denote a similar relation *in time*. Some prepositions refer only to time; as, *during, until, since*.

189. Other prepositions denote the **Agent, Cause, or Purpose**; as, *by, with, through*.

EXERCISE XXIX.

Name the Prepositions in the following sentences, and point out the words they govern:—

The river issues from a cave, and flows down the side of the hill. We searched for flowers on yonder bank. From virtue to vice, the progress is gradual. Hold up the flag. Turn over another leaf. A pitcher made of silver. He lives in England. I came by sea. The bird perched on a tree beside the river. A battle between five lions and six tigers. He sailed round the world. He is above me in the class. He ran across the fields to the pond. Whom is that for? Being amid the crowd, I did not see him. Which book is it under? The tides of the ocean recur at regular intervals. The length of day and night varies little in the tropics. I have not spoken for days about business.

190. Prepositions are divided into four classes:—(1) *Simple* prepositions; (2) *Compound* prepositions; (3) *Phrasal* prepositions; and (4) *Participial* prepositions.

(1) The following are **Simple Prepositions**: *at, by, for, in, of, on, out, to, up, with, from, through, till, over, under, after*.

Sometimes two simple prepositions are united, and then we have what has been called a **double preposition**; as, *into, onto, from, off, &c.*

(2) **Compound Prepositions** are generally formed by prefixing a preposition to a noun, an adjective, or an adverb. *On* (a-) and *by* (be-) are the prepositions most frequently thus compounded; as, *before*, *behind*, *beneath*, *above*, *within*, *throughout*, *aboard*, *across*, *around*, *among*, *beside*, &c. In the phrases, a year, a day, &c., as in *two years*, *a* is a modification of *on*.

(3) **Phrase Prepositions** are made up of two or more words which are constantly used together, and jointly indicate a single relationship; as, *instead of*, *on account of*, *together with*, *for the sake of*, *in compliance with*, *by means of*, *with a view to*, &c.

(4) **Participial Prepositions** are present or past participles used as prepositions; as, *concerning*, *respecting*, *regarding*, *touching*. Except (excepted), save (saved), and (passed) may now be regarded as prepositions.

191. Prepositions are sometimes added to verbs, the whole forming a *Prepositional Verb*; as, *boast of*, *agree for*.

By the aid of prepositions, intransitive verbs are thus made transitive. The words should not be parsed separately.

192. **Distinction between Adverbs and Prepositions.**—The same words are used sometimes as adverbs and sometimes as prepositions. They are to be distinguished according to the manner in which they are used. Prepositions always govern some noun or pronoun. Adverbs are not added to nouns or pronouns, but modify verbs, adjectives, and other adverbs. In "Come on," *on* is an adverb; in "The book is on the table," *on* is a preposition.

But is a preposition when it is equal to *except*; as, *Not but him*; I cannot *but* believe it; He was all *but* killed.

Nigh, *near*, *nearer*, *next*, are sometimes used as prepositions, as *near him*, or *(to) him*.

193. The following is a list of words which are generally prepositions:—

A, about, above, across, after, against, along, amid, amidst, among, amongst, around, at, athwart. Before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by. Concerning. Down, during. Except, excepting. For, from. In, into. Near, nigh. Of, off, on, over. Regarding, respecting, round. Save, saving, since. Through, throughout, till, to, touching, toward, towards. Under, underneath, until, up, upon. With, within, without.

EXERCISE XXX.

Name the Prepositions in the following sentences, and point out the words they govern:—

I went instead of him. That is the house I spoke about. According to the latest accounts, he is somewhat better. There was no one there except John. He hath eaten me out of house and home. Notwithstanding our entreaties, he would not yield. I must not go on account of the weather. I do not know what to say with reference to the proposal. We wrote to him on account of our difficulty. There is nothing to complain of in his manner. With regard to the matter you spoke about I am in doubt. The nation hopes for the restoration of peace. To object to his action would be of no avail. The enemy was driven back with the help of artillery. We were ready by the time fixed, notwithstanding the many interruptions we had had.

Make sentences in which down, behind, below, within, are
(1) Prepositions, and (2) Adverbs.

THE CONJUNCTION.

194. Conjunctions join sentences and words; as, *You can go but I must stay. Two and two make four.*

Relative pronouns and conjunctive adverbs also join sentences together; as, *I saw the boy who did it; He came when he was well.* But *who*, besides joining the sentences, has the force of a *relative*; *when*, besides joining the sentences, has an *adverbial* meaning. Conjunctions *simply* join sentences or words.

Some conjunctions help to shorten sentences. "John and I will come" is equal to "John will come and I will come."

195. According to the purpose they serve in a sentence conjunctions are divided into Co-ordinative and Subordinative.

Sentences are of three kinds:—

1. *Birds fly*, containing only one subject and one predicate, is called a Simple sentence.

2. *Birds fly and fishes swim*, is a Compound sentence. It is composed of simple sentences, each independent of the other. Such sentences being of the same rank or order are called *co-ordinate*, and the conjunction *and* which joins them is called a Co-ordinative Conjunction.

3. In the sentence, *Be diligent lest you fail*, one clause is *dependent* on the other; *you fail* is dependent on *be diligent*. This is called a Complex sentence. The dependent sentence or clause is called *subordinate*, and the conjunction *lest* which joins it to the principal sentence is called a Subordinative Conjunction.

196. Co-ordinative Conjunctions are of four kinds viz. :—

(1) Copulative, which simply add one statement to another:—"An orange is *both* wholesome *and* refreshing."

(2) Disjunctive or Alternative:—"He is *either* a knave *or* a fool."

(3) Adversative, denoting opposition in meaning:—"He is poor *but* generous."

(4) Illative, denoting consequence or effect:—"He was a good man *and therefore* beloved."

The following are the principal co-ordinative conjunctions:—Accordingly, also, and, besides, but, consequently, further, however, likewise, moreover, nevertheless, notwithstanding, now, and so, still, then, thus, therefore, well, wherefore, yet.

197. Subordinative Conjunctions may indicate a great variety of relations in which the dependent clause may stand to the principal sentence. The following are the chief:—

(1) Simple Apposition:—"He saw *that* there was no hope."

(2) Reason, Cause or Effect:—"I will go *because* you wish me."

(3) Condition or Supposition :—"He will go *if* you pay him."

(4) Comparison :—"He is *as* old *as* I," "He talks to you more *than* to me."

(5) Time :—"He arrived *as* I was leaving."

The following conjunctions are for the most part *subordinative* :—After, although, as, because, before, are, except, for, if, lest, now, since, than, that, though, till, unless, while, where.

Subordinative conjunctions are sometimes used co-ordinatively; as, He took the poor men to the hospital, *where* (= and there) they got medicine.

198. Correlative Conjunctions.—Some conjunctions are used in pairs, and are called *Correlatives*. Correlatives are words which have a like relation to each other in a sentence.

The following are the most frequently used pairs :—

either	— or :	Either <i>John</i> or <i>James</i> may go.
neither	— nor :	Neither <i>John</i> nor <i>James</i> may go.
whether	— or :	Whether <i>they</i> go or stay, <i>we</i> will go.
though	— yet :	Though <i>he</i> fell, yet <i>he</i> was not hurt.
both	— and :	Both <i>John</i> and <i>James</i> may go.
as	— as :	<i>His</i> writing is as good as <i>yours</i> .
so	— as :	<i>His</i> writing is not so good as <i>yours</i> .

199. Forms of Conjunctions.—Like adverbs, conjunctions are also sometimes arranged according to their forms :—

1. *Simple* conjunctions; as, *and*, *as*, *but*, *for*, *if*, &c.
2. *Compound* conjunctions; as, *however*, *likewise*, *nevertheless*, *therefore*, &c.
3. *Phrase* conjunctions; as, *as far as*, *as though*, *inasmuch as*, *lest that*, *in order that*, &c.

200. Distinction between Conjunctions and Prepositions.—The *same* word may be a preposition or conjunction according to the manner in which it is used. Thus :—

John came after *James*;

after is a *prep.*

John came after *James* left;

after is a *conj.*

When such words are followed by nouns or pronouns in the objective they are *prepositions*; when they join sentences together they are *conjunctions*.

EXERCISE XXXI.

Point out the conjunctions in the following sentences, mention the class to which each belongs :—

You must be silent while the teacher speaks. Except he pass in advance, he will not get it. He must stay till I come. You must go if it rains. Robert as well as Charles must go. In order that you may succeed, you must study hard. Your father is not so old as mine. I want neither the one nor the other. Although he called, the servant did not come. You can give me either tea or coffee. I came in order that I might tell him. John was there as well as his brother. Expect nothing, lest you be disappointed.

Distinguish prepositions from conjunctions in the following sentences :—

Bring me a slate and a pencil. I write on a slate with a pencil. You may go either to-day or to-morrow. He made a short, but excellent speech. Neither John nor James could work the sum. This is a shorter exercise than the last, although it is more difficult. He went from door to door. Within two hours, the train will arrive at Calcutta. Though he is poor, yet he is honest. He is generous as well as kind. Give me an orange instead of an apple. Love not sleep, lest thou come to poverty.

THE INTERJECTION.

201. An INTERJECTION is a word used to express some sudden feeling; as, "*Ah!* what shall I do?"

The interjection is not properly a "part of speech," as it has no grammatical relation to any other word in the sentence. It does not express thought, or in any way modify or increase the meaning of the words which it accompanies. It merely indicates the kind of emotion—joy, grief, surprise, indignation, &c.—which the thought expresses in the speaker.

Interjections have been called word-sentences. Any word used in exclamation is an interjection; as, *Behold!* *welcome!* *good!* *help!* *fire!* *strange!* *shocking!* *wonderful!* &c. Many phrases are also used in an exclamatory or interjectional sense; as, *Oh dear me!* *for shame!* *well done!* &c. In *ah me!* some word is understood, *pity me!*

The following is a list of the most common interjections:—*Adieu!* *ah!* *aha!* *alas!* *avaunt!* *away!* *fie!* *ha!* *hah!* *hail!* *hark!* *he!* *hush!* *hurrah!* *buzza!* *lo!* *O!* *oh!* *off!* *psshaw!* *pooh!* *Gush!*

THE SAME WORD USED FOR DIFFERENT PARTS OF SPEECH.

202. The great majority of words can be only one part of speech in whatever construction they are found. Others are different parts of speech in different connections. It should be remembered that it is the *meaning* of a word in any sentence and the purpose which it serves in the expression of the thought, that makes it one part of speech or another. The following are examples of the same word used differently:—

A.	<i>Indef. Art.</i>	Give me <i>a</i> book.
	<i>Prep.</i>	I go <i>a</i> fishing. Twice <i>a</i> year.
About.	<i>Prep.</i>	He walked <i>about</i> the room.
	<i>Adv.</i>	He is walking <i>about</i> .
Above.	<i>Prep.</i>	He ranks <i>above</i> us.
	<i>Adv.</i>	The <i>above</i> -mentioned book.
After.	<i>Adj.</i>	He died from the <i>after</i> effects.
	<i>Prep.</i>	He ran <i>after</i> the thief.
	<i>Conj.</i>	He ran <i>after</i> the child fell.
All.	<i>Adj. used as Noun.</i>	We lost our <i>all</i> .
	<i>Adj. of Quantity.</i>	He drank <i>all</i> the water.
	<i>Adj. of Number.</i>	He ate <i>all</i> the mangoes.
	<i>Adv.</i>	He is <i>all</i> alone.
Another.	<i>Noun.</i>	Take not <i>another's</i> goods.
	<i>Adj.</i>	Give me <i>another</i> guava.
Any.	<i>Adj. of Quantity.</i>	Have you <i>any</i> rice?
	<i>Adj. of Number.</i>	Are there <i>any</i> coolies about?
	<i>Adv.</i>	I cannot go <i>any</i> farther.
As.	<i>Pronoun.</i>	You are mistaken <i>as</i> I thought.
	<i>Conjunction.</i>	<i>As</i> the rain has ceased, I shall go.
	<i>Conjunctive Adv.</i>	This is not as good <i>as</i> that. <i>As</i> I looked, the vision faded. Do it <i>as</i> I told you. You must take it <i>as</i> it is.
Before.	<i>Adv.</i>	Address my letters <i>as before</i> .
	<i>Prep.</i>	He stood <i>before</i> the door.
Better.	<i>Conj.</i>	Come <i>before</i> it is too late.
	<i>Adj.</i>	My horse is <i>better</i> than his.
	<i>Adv.</i>	You had <i>better</i> go.
Both.	<i>Noun (pl.).</i>	Follow your <i>bettors</i> .
	<i>Adj.</i>	<i>Both</i> men were there.
	<i>Pro.</i>	<i>Both</i> of them came.
	<i>Conj.</i>	<i>Both</i> you and I may go.

But.	Rel. Pro. Adv. Prep. Conj.	No voice <i>but</i> could well join. He comes <i>but</i> once a month. Who was it <i>but</i> Napoleon? Charles left, <i>but</i> John remained.
By.	Adv. Prep.	The train has just gone <i>by</i> . Thomas was beaten <i>by</i> James.
Down.	Noun. Adj. Adv. Prep.	The ups and <i>downs</i> of life. He took the <i>down</i> train. The sun went <i>down</i> . They sailed <i>down</i> the river.
Either.	Adj. Pro. Conj.	Take <i>either</i> book. <i>Either</i> of these will do. <i>Either</i> John or James told me.
Else.	Adv. Conj.	I must go somewhere <i>else</i> . He is poor, <i>else</i> he would have bought.
Enough.	Noun. Adj. Adv.	<i>Enough</i> has been said. He has money <i>enough</i> . He is not rich <i>enough</i> .
Even.	Adj. Verb. Adv. Conj.	It stands upon <i>even</i> ground. You must <i>even</i> the surface. He has not <i>even</i> written. <i>Even</i> a king must die.
Except.	Verb. Prep. Conj.	You are <i>excepted</i> from the rule. All came <i>except</i> the King. I shall not go <i>except</i> he comes.
First.	Adj. Adv.	He is the <i>first</i> boy in his class. I <i>first</i> saw him to-day.
For.	Adv. Prep. Conj.	He was sent <i>for</i> . I have not seen him <i>for</i> a long time. I must go, <i>for</i> it is late.
Half.	Noun. Adj. Adv.	One <i>half</i> is done. Go at <i>half</i> speed. The man was <i>half</i> dead.
How.	Adv. Conj.	<i>How</i> are you to-day? I asked him <i>how</i> he did it.
In.	Adv. Prep.	Come <i>in</i> . The book is <i>in</i> the box.
Least.	Adj. Adv.	This is the <i>least</i> quantity. He is the <i>least</i> attentive in the class.
Little.	Noun. Adj. Adv.	Promise <i>little</i> and do much. He is only a <i>little</i> boy. He reads <i>little</i> .
More.	Noun. Adj. Adv.	<i>More</i> has been done than I thought. Bring <i>more</i> bread. He will come once <i>more</i> .
Most.	Adj. Adv.	<i>Most</i> people like him. I liked him <i>most</i> .
Much.	Noun. Adj. Adv.	<i>Much</i> has been given to him. Have you <i>much</i> money? I am <i>much</i> pleased with him.

Near.	Adj.	He is a <i>near</i> relation.
	Verb.	The ship <i>neared</i> the shore.
	Adv.	Come <i>near</i> .
	Prep.	It is <i>near</i> the bottom.
Needs.	Noun.	Our <i>needs</i> are known.
	Verb.	The ground <i>needs</i> rain.
	Adv.	I must <i>needs</i> go.
Neither.	Adj.	I like <i>neither</i> side.
	Pro.	<i>Neither</i> of them came.
	Conj.	<i>Neither</i> you nor he can do it.
Next.	Adj.	I live in the <i>next</i> house.
	Adv.	Whose turn is <i>next</i> ?
	Prep.	He sat <i>next</i> me.
No.	Noun.	The <i>noes</i> are in a majority.
	Adj.	I have <i>no</i> money.
	Adv.	He is <i>no</i> better.
Now.	Noun.	An eternal <i>now</i> .
	Adv.	He came just <i>now</i> .
	Conj.	<i>Now</i> , you can do it as well as he.
Off.	Adj.	The <i>off</i> ox is strong.
	Adv.	Why do you run <i>off</i> ?
	Prep.	He fell <i>off</i> his horse.
One.	Noun.	Bring your little <i>ones</i> .
	Pro.	Any <i>one</i> may go.
	Adj.	I have but <i>one</i> book.
Only.	Adj.	He had an <i>only</i> son.
	Adv.	I have <i>only</i> four apples left.
	Conj.	Do as you like ; <i>only</i> leave me.
Other.	Noun.	They leave their wealth to <i>others</i> .
	Adj.	Bring the <i>other</i> book.
	Noun.	The ins and <i>outs</i> of the matter.
Out.	Adv.	He is not yet <i>out</i> .
	Noun.	A <i>past</i> that never was present.
	Adj.	Remember not <i>past</i> years.
Past.	Prep.	The rich man is <i>past</i> hope.
	Noun.	<i>Right</i> is might.
	Adj.	Take the <i>right</i> hand.
Right.	Verb.	Every wrong will be <i>righted</i> .
	Adv.	<i>Right</i> noble.
	Noun.	Our daily <i>round</i> of duty.
Round.	Adj.	This is a <i>round</i> hole.
	Verb.	<i>Round</i> the plank.
	Adv.	The wheel turns <i>round</i> .
Save.	Prep.	Go <i>round</i> the garden.
	Verb.	Try to <i>save</i> him.
	Conj.	All <i>save</i> one have left.
Since.	Prep.	Has he been here <i>since</i> ?
	Adv.	He has not come <i>since</i> last week.
	Conj.	I will come <i>since</i> you have asked me.
So.	Adv.	

So.	Conj.	As you sow, <i>so</i> must you reap.
Some.	Adj.	<i>Some</i> bread, <i>some</i> mangoes.
	Pro.	<i>Some</i> said yes ; others, no.
	Adv.	<i>Some</i> twenty years ago.
Still.	Noun.	The <i>still</i> of the evening.
	Adj.	A <i>still</i> night.
	Verb.	He could not <i>still</i> the storm.
	Adv.	He is <i>still</i> at school.
Than.	Conj.	<i>Still</i> , I am not convinced.
	Prep.	<i>Than</i> whom none higher sat.
	Conj.	Richer <i>than</i> wise.
That.	Demon Adj.	I like <i>that</i> man.
	Rel. Pro.	This is the best <i>that</i> I got.
Then.	Conj.	He said <i>that</i> he would not do it.
	Adj.	He comes now and <i>then</i> .
Till.	Conj.	If he does so, <i>then</i> you may go.
	Prep.	You can stay <i>till</i> next day.
Too.	Conj.	Stay there <i>till</i> you are called.
	Adv.	It is <i>too</i> hot to drink.
Up.	Conj.	I, <i>too</i> , am of the same opinion.
	Noun.	The <i>ups</i> and downs of life.
	Adj.	He went by the <i>up</i> train.
	Adv.	The eagle mounts <i>up</i> .
Well.	Prep.	The cat ran <i>up</i> a tree.
	Adj.	He is now <i>well</i> .
	Adv.	He has been <i>well</i> paid.
	As Noun.	Let <i>well</i> alone.
What.	Inter. Pro.	<i>What</i> does he say ?
	Rel. Pro.	I do not know <i>what</i> you want.
	Adv.	<i>What</i> happy children !
	Inter.	<i>What</i> ! are you here ?
While.	Noun.	Stay a little <i>while</i> .
	Verb.	Don't <i>while</i> away your time.
	Conj.	Work <i>while</i> day lasts.
Why.	Noun.	He asks the <i>why</i> and the wherefore.
	Adv.	<i>Why</i> do you leave so early ?
	Conj.	I know <i>why</i> he did it.
Will.	Noun.	Where there's a <i>will</i> there's a way.
	Aux. Verb.	I <i>will</i> go to-morrow.
	Prin. Verb.	He <i>wills</i> it to be so.

SYNTAX.

203. The third part of Grammar, SYNTAX, treats of the way in which words are joined so as to express thought. It deals, therefore, with the sentence and its various parts, and the relation the words of a sentence bear towards each other.

Syntax comes from a Greek word meaning *putting in order*, or *arrangement*.

The Rules of Syntax are of three kinds: (1) of CONCORD; (2) of GOVERNMENT; (3) of ORDER.

204. Concord is the agreement of words in respect of number, person, tense, or mood.

Concord means being of the same heart or mind.

When two words joined together are of the same number, gender, person, or tense, they are said to *agree* with one another.

The chief concords in English grammar are those of the verb with its subject, the Pronoun with the noun it stands for, and the relative with its antecedent.

205. Government is the power which one word has over the case or mood of another.

English has so few inflections that the rules of government apply principally to pronouns. The chief kinds of government are those of a transitive verb and its object; a preposition and a noun or pronoun.

206. Order is the giving to each word its proper place in the sentence.

The order of words in sentences is either *grammatical* or *rhetorical*.

Grammatical Order is that in which words are generally placed in speaking and writing.

Rhetorical Order is that in which the emphatic parts of the sentences are placed first.

For this reason the rhetorical order is also called the *emphatic*. It is used chiefly in poetry and in impassioned prose.

SUBJECT AND VERB.

207. Rule I.—*A Verb must agree with its Subject Number and Person*; as, I write; thou readest; we speak.

If the subject is singular, the verb must be singular. If the subject is in the first person, the verb must be in the first person, and so on.

The subject is known by putting the question *Who?* or *What?* to the verb. The noun next the verb is often not the subject.

208. When a verb is followed by several nominatives, usually agrees with the first, and is understood with the others; as, Thine *is* the kingdom, the power, and the glory.

209. The subject of a verb is always in the Nominative; "Neither *him* nor *her* saw it," should be, "Neither *he* nor *she* saw it."

210. When the infinitive mood, participle, or a phrase in a sentence is the subject, the Verb should be in the third person singular; as, "To obey *is* better than sacrifice." "Seeing *is* believing."

211. In the imperative mood, the subject is generally omitted, *thou* or *you* being understood; but in other cases it should be mentioned. A Verb in the infinitive mood has no subject.

EXERCISE XXXII.

Parse the following sentences:—

The lion roars. Bombay is noted for its mangoes. The Romans destroyed Jerusalem. John learns his lesson. Twelve years of life have passed away. The motion of these little animals is very curious. To deceive is sinful. The heroes of the war have been rewarded. A school of experience teaches many useful lessons. Among the blessings and wonders of creation may be classed the regularity of the seasons. To rejoice in the welfare of our fellow-creatures is, in some degree, to partake of their good fortune.

Correct the following sentences:—

The state of his affairs are very prosperous. The evils of sin are numerous enough. Here comes the men. The pleasures of sin is

The eyes of the fly is very curious. You was there too. The pyramids of Egypt has stood more than three thousand years. How do your new coat please you? A variety of pleasing objects charm the eye. Was you at school to-day? The leaves of the tree is falling. No! says I. It is one of the best books that has been written. Ilim that is diligent will improve. She and me are of the same age. Who broke this slate? Mc. Them that seek wisdom will be wise. To practise the virtues are the sure way to love them. To honour our superiors are our duty. To do to others as we wish that they should do to us, constitute the principle of virtue. Some says that there has been a great many changes made in the staff lately.

212. Rule II.—Collective Nouns are followed by verbs in the singular or the plural number according to the sense.

If *oneness* is expressed, the verb must be *singular*; if the *individuals* of the collection are thought of, the verb must be *plural*; as, The council is sitting; The people *are* divided.

213. Collective nouns having but one form, as, *mankind*, *clergy*, generally admit the plural only. Those which have a plural form (which, of course, *always* takes a plural verb) generally take a singular verb with their singular form; as, The party *is* much divided, and *has* little influence; and, Parties *are* now nearly balanced, and therefore all *their* movements *are* cautiously made. The army *is* in the field. The combined armies *were* defeated.

The Government is most frequently used in the plural. The same is true also of *committee*, but the singular is preferable unless there is a difference of opinion.

214. Nouns, whose singular is used with a plural signification, require the verb to be plural; as, *Twenty head of cattle are for sale.*

215. Nouns which have a plural only, and do not imply unity, for the most part require the verb in the plural; as, Riches *take to themselves* wings and *fly* away. Some nouns that are plural in form but *do* imply unity also take a singular verb; as *garrison*, *honours*, *longs*, &c.

216. Though the title of a book may be plural, the work must be singular, as the work is spoken of as a whole. Thus, "The Pleasures of Hope" is by Campbell.

EXERCISE XXXIII.

Parse the following sentences :—

The youth in this country are not well educated. The British Parliament is composed of lords and commons. The multitude eagerly take pleasure as their chief good. The crowd was soon dispersed. The fleet sails to-morrow. An army of ten thousand was sent to Italy. The assembly was addressed by several persons. The senate was at times weary of war. Ten sail were taken.

Correct the following sentences :—

This meeting do not recommend the plan. The number of fish increase. When the tiger appeared, the flock were scattered. The sheep were broken up. He said the sheep was so numerous that he could not count them. This class of persons are an example. The army were routed. Their riches makes them idle. The scissors is sharp. The tongs was heavy. Where is the compasses? He used to wear a pair of trousers. Dickens's "Household Words" are in the library. His collection of birds are the best I have seen. The company were broken by the arrival of a stranger.

217. Rule III.—*Two or more Singular Nouns joined by and require a verb in the plural.*

As one and one make two, so two singular nouns are equal to a plural. Thus, John and James *are* good students.

218. If the two singular nouns joined by *and* refer to the *same* person or thing, the verb must be *singular*; as, The general and historian *has* observed.

219. When two singular nouns coupled by *and* convey the idea of *one* thing, they require a singular verb; as, Corn and rice *is* wholesome; The horse and carriage *is* at the door. When, however, the things are spoken of as distinct, the plural must be used; as, Bread and milk *are* both good.

220. When two singular nouns are joined by *as well as*, the verb is *singular*; as, John *as well as* James *is* here.

'full, the sentence would be, John is here as well as James (is here).

221. A singular noun, joined to another noun by *with*, requires a verb in the singular; as, The General, with his troops, *was* there. Transposed, the sentence reads thus: The General was there with his troops.

222. A nominative preceded by *each*, *every*, or *no* (unless *no* be followed by a plural noun), requires the verb and pronoun to be in the singular; as, Every man *has* his failings; Each cow, sheep, and horse *was* sacrificed.

223. When two or more nominatives of *different persons* are joined by the conjunction *and*, the verb agrees with the *first* person in preference to the *second*, and with the *second* in preference to the *third*; as, You and he *have* received your reward.

EXERCISE XXXIV.

Parse the following sentences :—

Ceylon and Java are islands. Both France and England are without the Torrid Zone. Energy and perseverance are the grand peculiarities of the Anglo-Saxon race. Honour and shame from no condition rise. The king, the queen, and the prince have arrived. Hannibal as well as Napoleon, crossed the Alps. Faith, hope and charity are cardinal virtues. Every man, woman and child was saved. The merchant, with all his goods, is leaving to-day. You and I must get our things ready for the journey. The guide, and not you, is to be blamed.

Correct the following sentences :—

The picture, the slate, and the book, belongs to me. False hope and false terror is equally to be avoided. Both he and she is still there. You and I has been disappointed. Is your brother and sister at home? Copper and tin is soft metals. Sorrow and silence is strong. Happiness and misery is from within.

Hannibal, with his army, were able to cross the Alps. Each man and woman get food daily. Charles, as well as James, were late. A knife and fork are ready for you. Heaven and earth seems to meet at the horizon. The Cape of Good Hope as well as the China Seas, are famed for hurricanes. They and I have lost my pens. Where are his bread and butter? Mary, and not you, deserve the prize.

224. Rule IV.—*Two or more Singular Nominatives separated by or or nor require a verb in the singular.*

Only one is signified, so the verb must be singular. As, Either John or James *is* wrong.

225. Rule V.—*When two or more Nominatives of different Numbers are joined by or or nor, the verb is in the plural; as, John or his friends *are* to blame.*

The plural nominative should be placed next the verb.

226. Rule VI.—*When two or more Nominatives of different persons are joined by or or nor, the verb agrees with the one next it; as, Either you or he *is* to blame. Neither you nor I *am* to go.*

227. Rule VII.—*A Noun or a Pronoun joined to a Participle, without being connected with any other verb in the sentence, is said to be in the Nominative Absolute; as, Day dawning, we arose.*

Absolute means *loosed from, standing alone*. Such a clause is said to be *absolute*, because it stands alone, and the noun is said to be in the *Nominative Absolute*, because it does not agree with any verb. If a noun is the nominative to a verb, it cannot be in the *Nominative Absolute*; as, The gambler, having lost all his money, drowned himself.

The noun or pronoun is sometimes left out or understood; as, Granting this, what follows? The participle in such a case has been called an *Impersonal Absolute*. The participle is sometimes understood; as, Joy (*being*) absent, grief is present.

228. Nouns in the Vocative Case, or Nominative of address, and in exclamations, are also nominative absolute; as, *Charles*, come quickly; Alas! my poor country. A nominative absolute is also frequently created when a sentence is inverted for rhetorical effect; as, He that is in the city, famine and plague shall devour him. In the sentence *he* is a nominative absolute.

If the sentence be written in the usual form it becomes "Famine and plague shall devour him that is in the city." The pronoun *he* thus comes out, and we see that in the rhetorical form it is a nominative absolute, having no grammatical relation to any other word, i.e., a *Nominative Absolute*.

EXERCISE XXXV.

Parse the following sentences :—

Neither youth nor beauty is a security against death. To court a friend in prosperity, or to forsake a friend in adversity, is mean and despicable. Neither precept nor discipline is so forcible as example.

Either your box or your books were burnt. Neither the leader nor his men were aware of what had taken place. Neither moon nor stars were seen.

The town being relieved, the enemy raised the siege. That being the case, I can make no objection. I tell you, that your son having thus wasted his time, has now no chance. I shall not lag behind, thou leading.

Correct the following sentences if necessary :—

Either he or his brother were in London. To scorn or to hate are equally sinful. Your approbation or disapprobation affect him more than you imagine. Neither life nor property were respected. Man's happiness or misery depends chiefly upon himself. Neither the captain nor the sailors were saved. Neither riches nor health is to be depended on. Either they or I am in fault.

POSITION OF THE SUBJECT.

229. Rule VIII.—*The Subject or Nominative usually comes before the verb ; as The dog bit the man.*

In the case of transitive verbs, this position is necessary to distinguish the subject from the object.

230. The Nominative comes after the verb in the following cases :—

(1) When the sentence is Interrogative ; as, Will you go ?

The nominative comes between the auxiliary and the verb. If there is no auxiliary, do or did is usually placed before the nominative ; as, Did you write ? Sometimes the verb is simply placed first ; as, Lovest thou me ? The latter form is always used with the verb *be* ; as, Is he well ? Were you there ? With other verbs this form is seldom used.

In some languages there is no difference in the arrangement of a sentence, whether it is interrogative or affirmative. Students sometimes make mistakes by not altering the arrangement in English. *Why you will go ?* ought to be, *Why will you go ?*

Another error is to omit the auxiliary do or did. *Why you study English?* ought to be, *Why do you study English?* *Why he came yesterday?* ought to be, *Why did he come yesterday?*

But when the subject is an Interrogative Pronoun it comes before the verb; as, *Who gave them?*

(2) When the sentence is Imperative; as, *Go ye.* The subject is, however, generally omitted; as, *Run.*

(3) In conditional clauses without if; as, *Had I seen him, I should certainly have spoken to him.*

(4) When the sentence begins with there, here, &c. as, *There was an uproar.*

In such constructions *there* is not the adverb, *in that place*. It has no meaning, and is used only to introduce the verb.

(5) When neither, or nor, signifying and not, comes before the verb; as, *Nor was he mistaken.*

(6) When a wish is expressed; as, *Long live the Queen! May you succeed!*

(7) In introducing the parts of a dialogue; as, "*You come?*" *said he*; "*No,*" *replied John*, "*I certainly will not.*"

(8) For the sake of emphasis; as, *Fallen, fallen Babylon!* "*Down went the Royal George,* with all her crew complete."

(9) In poetry; as, *From out waste places comes a cry.* Great liberty is allowed in the position of words in poetry.

EXERCISE XXXVI.

Parse the following sentences:—

Discontent always injures those who foster it. Virtue is its own reward, and vice its own punishment. True greatness consists in the possession of great virtues. Can you repeat your lessons? Shall I send him to school? Follow the customs of the world in matters indifferent, but stop when they become sinful. Faithful are the wounds of a friend, but the kisses of an enemy are deceitful. Never was man so tormented as I have been. There sits the author of all the mischief. "*Now,*" says he, "*let us dine.*" "*I wish,*" cried the boy's father, "*if you would send him away.*" Had I considered the matter with greater attention, I might have given a different opinion.

Correct the following sentences :—

What they are copying? Why you bring it? Why you brought it? How, then, you came here? Why he goes so often? How to do this sum? What for he do this? How the carpenter does his work? Why you are going? Where these men come from? What the teacher said last night? In what book you read it? How much money you have? Your father is sick, is it? You came yesterday or not? Why you did come? How we can spend our time foolishly when we know that hereafter we must give an account of our thoughts, words, and actions? He were ever so great and opulent, this conduct would debase him. Was his pen good he would write more distinctly. His help long be yours! At what time the lesson begins? What is it you saying? I understand you not. After forsaking him in his difficulty how I shall ever look him in the face again? How shall I rejoice to see my country once more.

CASE OF THE NOUN.**231. Rule IX.—Nouns or Pronouns in apposition agree in Case.**

Apposition comes from a word meaning *placed near*. Nouns referring to the same person, but not joined by a conjunction, are said to be in apposition; as, William the Conqueror. This form is used by way of explanation.

The words in apposition may be separated from each other; as, *He comes, the herald* of a noisy world.

232. A noun is sometimes put in apposition to a sentence or a part of a sentence; as, "John was very inattentive to his studies, *conduct* which greatly displeased his father."

233. Nouns and pronouns in apposition do not always agree in *number*; as, *They* went away, *every man* to his own house.

234. When the nouns in apposition are in the possessive case, the *s* and the apostrophe are used with only one of them; as, It is an essay of *Bacon's*, the *philosopher*; or of *Bacon, the philosopher's*. The former mode must always be adopted when the last term consists of several words.

EXERCISE XXXVII.

Parse the following sentences :—

Valmiki, the author of the Ramayana, lived in ancient times. I have read Milton's great work, *Paradise Lost*. Columbus, the discoverer of America, was a native of Genoa. London, the greatest city in the world, is built on the banks of the River Thames. Xenophon, the soldier and historian, was a disciple of Socrates, the philosopher. I shall see him myself. They were drawn with seven oranges, a thing quite out of taste. The Saxons, a German tribe, invaded England. We have turned every one to his own way.

Correct the following sentences where necessary :—

Call at Smith's the hatter and drapers. The plan was Pitt, the great politician and premier's. The head was John's the Baptist. The expression is Johnson, one of the giants of literature's. I have a letter of Cowper the poet's. Those colours are the Victory, the flagship of Nelson's. I have been reading an essay of Bacon, the lawyer, scholar, and philosopher's. London's poor are not so badly housed and fed as Berlin's or New York's. The words that stirred the multitude most were his who had till now been tongue-tied.

235. Rule X.—A Noun denoting the possessor of an object must be put in the Possessive Case; as, John's book.

The possessive at first denoted mere possession; but it has gradually acquired a wider meaning: as, *John's marriage*.

236. The possessive is seldom used except where the noun denotes a living being or personified object. In the case of things without life, which cannot possess, the objective with *of* is used. Thus we may say, *The lion's roar*, but not *the book's price*. The latter ought to be, *the price of the book*. The objective with *of* may be used with persons, especially where more prominence is given to the thing possessed than to the possessor; as, *the watch of John* has been stolen.

The apostrophe and *s* is, however, used with nouns of time, space, and weight; as, *a year's notice*, *an hour's walk*, *a yard's length*, *a ton's weight*. Also in many such expressions as *the sun's rays*, *the mind's eye*, *the law's delays*, *the river's bank*, *the country's good*, *duty's call*, &c. And in a number of familiar phrases, such as, *at the*

fingers' ends, at his wit's end, for pity's sake, for mercy's sake, to his heart's content, &c.

237. When the thing possessed is described as the common property of several individuals the sign of the possessive is affixed only to the last-named possessor; as, *John, Thomas and Henry's estate*. When a separate possession is ascribed to each, the sign of the possessive is repeated; as, *John's Thomas's and Henry's estates*. When the possessor's name consists of more than one word the sign of the possessive is at the end; as, *William the Conqueror's, John the Baptist's, John of Gaunt's, Henry III's, the Duke of York's*.

When comparison or a particular emphasis is implied, or when words intervene between the series of nouns, the 's is used with each; as, *They are Jane's, as well as Mary's drawings; He had the physician's, the surgeon's, and the apothecary's assistance*.

The too frequent occurrence in a sentence of the possessive, or of the objective with *of*, is to be avoided. Too many hissing sounds are also objectionable; as, *for Moses's sake*, instead of *for the sake of Moses*.

The sign of the possessive is repeated when one possessive is used to qualify another; as, *Peter's wife's mother*.

238. When a long explanatory term occurs, 's is generally affixed to the name, or first term; as, *We stayed at Lord Ashley's, the ornament of his country, and friend of every virtue*.

239. A clause must not be interpolated between a possessive case and the name of the thing possessed. Thus, *She began to extol the farmer's, as she called him, excellent understanding*, should be, *She began to extol the excellent understanding of the farmer, as she called him*.

240. The possessive case is sometimes preceded by *of*; as, *That dog of John's is savage*. *Of John's* here is a double possessive, and does not imply that John has more than one dog.

In "That book is one of John's," it is implied that John has more than one book, and there is no double possessive. The sentence—*That book is one of the books (which are) John's* (see § 277).

241. A noun denoting a place, such as house, shop, &c., is generally omitted after the name of a person in the possessive case, unless it is the subject of a sentence. Thus, *I stayed at Mr. Cooper's; I bought it at Oakes's.* But we cannot say *Mr. Cooper's is a large one*, unless the word house, shop, &c., may be supplied from the previous part of the sentence, and in that case any noun may be omitted; as, *Mr. Cooper's house is a large one, Mr. Brown's is small; John's horse is a bay one, Robert's is black.*

242. When the possessor is the name of a city, &c., it sometimes takes the form of an adjective to *the thing possessed*; as, *A Calcutta merchant, The school fence.*

243. Rule XI.—*Nouns or Pronouns denoting persons or things addressed are in the Vocative Case*; as, *O Rama!* The vocative is also called the Nominative of Address.

The first personal pronoun is excepted, being put in the objective; as, *Ah me!* The preposition *to* is probably understood.

244. Rule XII. *Some Nouns are not used in the Plural; others are not used in the Singular.*

Material Nouns, or names of substances, are not used in the plural except when different *sorts* are meant; as, *This is oil*; *Some of these oils are good.*

Names of Qualities and some other nouns are generally used only in the singular; as, *goodness, pride, &c.* Mistakes are often made in India by giving plural forms to *furniture, poetry, information, &c.*

Proper Names are not used in the plural except when they are applied to several persons; as, *The twelve Cæsars.*

Some nouns are used only in the plural; as, *scissors, trousers, &c.*

EXERCISE XXXVIII.

Parse the following sentences:—

Now, my friend, let us go back to my house. There is no terror
Cassius, in your threats. Go, wondrous creature! Mount where science
guides. Mourn him, thou Sun, great source of light! Hail, beautified
stranger of the grove! Ye hills of my country, farewell ever more.
Alas, unhappy me! Cromwell I did not think to shed a tear.

Change the following sentences into the possessive form:

The paintings of Reynolds, West, and Lawrence are greatly admired. The books of Thomas, John, and Henry are come. The oratory of Burke, Fox, and Pitt, has been greatly lauded. Have you obtained the consent of your father and mother? The presence of the emperor, king, and prince, added dignity to the ceremony. He lost not only the confidence of the king, but at the same time that also of the Chancellor. I was guided not only by the advice of the surgeon and apothecary but also by that of the physician.

Correct the following sentences where necessary:—

From another's experience do thou learn wisdom. The poet's genius would have immortalized the monarch's deeds. The scholar's improvement is the master object. He rises as on eagle wings. We should not interfere with others' affairs. The teachers' learning commands the boys' respect. They should have been attending to their friends' affairs. The street's width is insufficient. The letter's envelope is torn. Thacker's, Spink's, and Company's bookselling establishment is very extensive. The house you so admire is John's, Alexander's, and William's.

I called at Longman, the well-known publisher and bookseller's. These are Solomon, the celebrated sage, and king of the Jewish people's proverbs. I live at Raeburn, the celebrated portrait painter's. His father's worth to say nothing of his uncle, has greatly assisted him. The Andromeda, not the Invincible, nor the Victory's crew, has been paid off.

It was his father's sister's son's house. Have you read the account of the General of the great battle? Of some of the books of each of the classes of literature, a catalogue will be given. The ship is commanded by Lord Raglan's cousin's nephew. The emperor's uncle's son's death was universally lamented. It happened that Moses's rod swallowed up the rest. He was appointed in Felix's room. Achilles was Peleus's son. This picture of the Queen's is a very striking likeness of her. Were you present at the sale of the pictures of the Queen?

Another trick of the lawyer has been detected. That adventure of the hero's has excited great astonishment. *The Task* is a poem of Cowper. The law of gravitation is a discovery of Sir Isaac Newton's. This arose from the Count associating with bad people, and was the cause of him losing office. The dislike originated in the queen intercepting certain letters. It occurred in consequence of the letter remaining unanswered. The house's door is open. An Amritsar's shawl merchant called to-day.

I wish to buy some furnitures. They wear English coat and trouser. Potteries are made in Staffordshire. He gives a deal of troubles. He came on some of his businesses. My circumstance is very miserable. Go to the market for some vegetable. Some say that to increase the liberties of women would tend to harm. He instilled proper notion into my mind. There was a great fall of rains. You should give charities to deserving beggars. Do you like potatoes? Milks are nourishing foods. Waters are best. This book contains beautiful poetries. John gave me many abuses.

THE ADJECTIVE.

245. Rule XIII. *Every Adjective qualifies a Noun, either expressed or understood; as, A high mountain.*

Adjectives are used attributively; as, *Ripe* fruit; or predicatively; as, The fruit is *ripe*. An adjective may qualify a noun predicatively, not only after the verb *be*, but after such intransitive verbs, as, *look, seem, feel, taste, &c.*; as, Ice feels *cold*; He seemed *weary*. In all such cases the adjective completes the verbal idea and is a Subjective Complement.

After verbs of *making, thinking, considering*, an Adjective may be used factitively as well as predicatively; as, He *made* the little boy happy; We thought him mad.

Adjectives preceded by the definite article are often used by *ellipsis* as nouns; as, the *learned*, for *learned men*. *The beautiful, &c.*

When an adjective is changed into a noun, it may take either the plural or the possessive form; as, *nobles*, a *noble's* honour.

A noun is sometimes used as an adjective to qualify another noun; as, *A summer day*.

246. Rule XIV. *The Comparative is used when the objects compared are two; the Superlative when they are more than two; as, He is the braver soldier of the two; This is the bravest soldier in the army.*

Double comparatives and superlatives must be avoided; and comparison must never be attempted in the case of certain adjectives that do not admit of it; as, *complete; universal*. *Lesser*, however, is used even by the best authors.

When an individual of a *class* is compared with all the others of that class, either the superlative, or the comparative with *other*, may be used; as, *Solomon was the wisest of men*, or, *Solomon was wiser than other men*.

When different classes, or different individuals of the same class, are compared, the comparative is to be used; as, *Jane is taller than her sisters*.

247. Rule XV. *The Comparative requires than after it when opposition is implied, but of when selection is signified; as, Peter is a wiser man than Thomas; Peter is the wiser of the two.*

The words, *superior, inferior, prior, anterior, posterior, senior, and junior*, take *to* instead of *than*; as, John's writing is superior *to* Robert's.

The comparatives, *elder, former, latter, inner, outer, upper, nether* and *hinder*, are never followed by *than*. We do not say *John is elder than his brother James*. We may say *John is older than James*, or, *Of the two brothers John is the elder*. So, *His room is inner than mine*, would be wrong. We should say, *His is the inner room (and mine the outer)*.

EXERCISE XXXIX.

Parse the following sentences :—

In the twelfth and thirteenth centuries, the Italians were the only commercial people of Europe. Sulphur is a hard, brittle body, of a yellow colour, with little smell, and a weak taste. The way was long, the wind was cold; the minstrel was infirm and old. A profligate life leads to a miserable death. Few, few shall part where many meet. There are many ways of telling a secret. Of two such lessons why forget the nobler and the manlier one? In the worst inn's worst room. Gold is softer than iron, harder than tin, and more easily melted than copper. To tell a lie is mean and despicable. This edition is the better of the two. To confess a fault is better than to conceal it.

Correct any errors in the following sentences :—

* Of all the planets, Jupiter is the larger. Newton and Kepler were both great men, but Newton was the profoundest of the two. Australia is much larger than Great Britain, but the latter is far the most powerful. Throw away the worser part. He once saw more happier days. His horse was the swifter of all in the field. My father is elder than yours. The welfare of the soul is surely more preferable to that of the body. The tongue is like a race-horse, which runs the faster the lesser weight it carries. Whose fame is more universal than Alexander's? Your composition is more perfect than mine. John's specimen is the completest of all.

Express the meaning of the following sentences by means of the comparative :—

Napoleon was the greatest of all modern European generals. Britain is the richest of all nations. London is the largest capital in Europe. Mary is the prettiest of the sisters. Mount Blanc is the highest mountain in Europe. The Missouri-Mississippi is the longest of rivers. Few men have ever been so patient as Socrates. Thackeray was the most popular novelist next to Scott. Asia is by far the greatest of the continents.

248. Each, every, either, and neither, require the verb to be in the singular; as, *Each witness gives a different statement.*

The phrase "every three years" is allowable, being taken collectively as one period. None, being a compound of *no one*, is evidently singular; but it is sometimes used with a plural verb.

Either and neither refer to two objects only, and cannot be applied to more; as, *Either of the two (not three) will suit.*

249. Any has several meanings. After negative words it marks the exclusion of *all*; as, *You cannot get any allowance.* So in questions expected to be answered by *none*, &c.; as, *Can any man believe this?* *Any* is sometimes equivalent to *any who please*; as, *Any body may go in.* Sometimes *any* is equal to *some*; as, "Shall we tell *any one*?"

Any should not be inserted where it is not required. "It is of no use," ought to be, "It is of no use," or, "It is not of any use."

250. The demonstrative adjectives *this* and *that* agree in number with the nouns they qualify; as, *this book, these books.*

251. When *this* and *that*, or *one* and *other*, or *former* and *latter*, refer to two objects previously spoken of, *this*, *one*, and *latter*, refer to the second of them; and *that*, *other*, and *former*, to the first: as, *Wealth* and *poverty* are both temptations; *that* tends to excite pride; *this*, discontentment.

252. When two numeral adjectives, an ordinal and a cardinal, qualify a noun, the ordinal should be placed first when members of one class are spoken of, the cardinal when members of different classes are spoken of; as, *The first three chapters of St. Luke's Gospel.*

253. The adjectives, *like*, *unlike*, *near*, *nigh*, and *next*, take objectives after them; as, *like him*; *near me*; *next to the door*. The preposition *to* is understood.

POSITION OF THE ADJECTIVE.

254. Rule XVI.—*The Adjective usually stands before the Noun which it qualifies*; as, a *swift* horse.

255. The Adjective is placed after the Noun in the following cases:—

(1) When it is *used predicatively* as the complement of the verb *be*, or of any other verb; as, Gold is *heavy*, He seems *happy*, They thought him *mad*, It made him *miserable*.

Adjectives with the prefix *a* are used only predicatively; as, the man is *alive*; the woman is *afraid*. We cannot say the alive man; the afraid woman. These adjectives are *ahead*, *alike*, *aloof*, *alone*, *asleep*, *awake*, &c. It applies also to a few others, as, *well*, but not to participles used as adjectives; as, *abiding* rest.

(2) When it is used as a title; as, Alexander the Great.

(3) When qualified by words or phrases; as, A man *eminent* in his profession.

(4) When it expresses number or size; as, An army ten thousand *strong*; a wall ten feet *high*.

(5) When several adjectives qualify one noun they are sometimes placed after it; as, A king, *wise*, *just*, and *generous*.

(6) The adjective, when it is emphatic, is sometimes placed at the beginning of a sentence, and at a distance from the noun; as, *Just* and *true* are all Thy ways.

(7) In poetry either for the sake of rhythm or rhyme, the adjective may be freely placed after the noun; as:—

We sat within the farm-house *old*
Whose windows looking o'er the bay,
Gave to the sea-breeze, *damp* and *cold*,
An easy entrance night and day.

EXERCISE XL.

Correct the following sentences:—

Let each boy look after their books. Neither of them eat. Either of the plays are good. He was surrounded on every sides. He goes to England every two year.

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(EXERCISE XL. concluded).

Correct the following sentences :—

Give me either of the five. I did not hear a speech of any interest from either of the able members present in the house. Did it injure any of his eyes? Neither of the three men have done much. I shall gladly accept any of the two books you please.

I have not seen him this six months. Those kind of remarks are very hurtful. These sort of people are not to be trusted. He despises dancing, and all those sort of things. It was deeds of these kind in which he delighted.

The boy and the girl have been equally to blame; the first contrived the fault, and that committed it. Virtue and vice are as opposite to each other as light and darkness; this ennobles the mind, the other debases it. Britain has great advantages for commerce and manufactures; this is facilitated by the extent of her coast and the excellence of her harbours, and that by her inexhaustible supplies of iron and coal. It is better to fall among crows than among flatterers; these devour the dead body only, this the living.

A spirit temperate, and expectations moderate, are safeguards excellent of the mind, in this state uncertain and changing. The Great Peter of Russia wrought in the dockyards as a ship-carpenter. He is a good and respectful scholar to his teacher. This long room is twenty feet, and wide sixteen feet. Aloof he kept.

THE ARTICLE.

256. Rule XVII.—*The Indefinite Article is used with the Singular only; the Definite, with either number.*

A or an is a weakened form of one. They differ in meaning. A points to *species*, or kind, and one to *number*. Give me a pen, means that a pen is asked for,—not a book; but it may be any pen. Give me one pen, implies that one is asked for,—not two or three.

The is a weakened form of that. It is the *defining*, or *marking* Article. It is used to point out some particular person or thing. Give me the pen, implies some particular one.

257. Rule XVIII.—*Every Common Noun in the singular requires an Article, or some such word as this, each, my, &c. I saw cow, should be, I saw a cow, or, I saw the cow. This box is broken, My cap is white.*

258. Rule XIX.—Articles *are not used before proper nouns, common nouns personified, abstract nouns used in a general sense, and names of materials.* I saw *the* John, *should be*, I saw John; Conscience pleads her cause; Gold is heavy.

Proper nouns point out some particular person, therefore the indefinite article could not be used, as it indicates *one of a class*, and the definite article is not needed.

Exceptions.

259. Common nouns in the singular, used in a general sense, do not require an article; as, *Man is mortal.*

260. Proper nouns used as common, abstract nouns and names of materials used in a particular sense, require an article; as, *Valmiki was the Homer of India; the industry of Govind; the gold of Australia.*

The is generally used before the names of books, unless they bear the names of persons; as, *the Bible, the Koran, the Vedas, Hamlet, Sakuntala.* When the author's name is mentioned, we may say *the Hamlet of Shakespeare, or Shakespeare's Hamlet.*

The is used before the names of ships; as, *the Victoria.*

261. The usage with regard to Geographical Names is irregular. The following general rules may be given:—

(1) The definite article should generally be placed before the names of rivers, gulfs, seas, oceans, groups of islands, mountain ranges, and descriptive names of countries; as, *the Nile, the Persian Gulf, the Arabian Sea, the British Isles, the United States.*

(2) The definite article, as a rule, should not be placed before the names of continents, countries, capes, single islands or mountains, unless some descriptive term is used; as, *Asia, Africa, Cape Comorin, Ceylon, Vesuvius.* But we say *the Punjab, the Transvaal, the Sahara, &c.*

262. The Indefinite Article, as a rule, is only used with singular nouns; but it may be used with *collective* and plural nouns, when the numbers are taken as one; as, *an army; a hundred men; a few mangoes; a great many people.*

The numeral *one* cannot be used instead of the indefinite article. *One tiger went into one jungle, ought to be, A tiger went into a jungle.*

263. The Definite Article is used before adjectives in the superlative, and before nouns which single out one individual; as, *He gave me the best book; the Queen, the sun.*

We cannot say, *A best book*, for that would imply that there were other best books. If a possessive pronoun is used before the superlative, the article is not required; as, *This is my best hat.*

264. The Definite Article is used before a proper adjective when "people" or "nation" is understood; but is omitted when "language" is understood; as, *The English are Anglo-Saxons; English is a difficult language.*

265. The Definite Article is sometimes used with adjectives to represent a whole class or an abstract idea; as, *The good alone are happy; the beautiful.* Also before a common noun when the whole class is referred to; as, *The lion is a noble animal.*

The definite article is sometimes used instead of the possessive pronoun; as, *I have a pain in the head*, instead of *my head*.

266. Though a common noun may take the indefinite article when first mentioned, it afterwards takes the definite article; as, *A thief went into a house. When the owner of the house saw the thief, &c.*

267. Nouns in the plural used indefinitely take no article; as, *Birds fly.*

268. The article is omitted in many common and well understood expressions where the noun is the object of a preposition or verb.

Thus we say, *in school, at dinner, in jail, at church, at court, at court, in bed, in hand, in need, at sight, on demand, by day, by night, by name, &c.* But we can NOT say *in house, at shop, in garden, in street, at window.* No rule can be given to determine in any particular case whether the article may or may not be omitted.

Similarly we say *from top to bottom*, but *from the bottom to the top*, *from the top of the wall, &c.*

There are also many common phrases in which the article is omitted; as, *to set foot, to keep house, to cast anchor, to take breath, to battle, to stand, &c.*

EXERCISE XLI.

Parse the following sentences :—

The farmer still owes a few pounds of his rent. The three men sat down under the shade of a large and spreading tree. I saw a man and a woman on my way to the city. He who depends on his own diligence will succeed better than he who depends on a friend and patron. The race is not to the swift, nor the battle to the strong.

Correct the following errors :—

The good boy is the delight of his parents. Virtuous woman is the crown of her husband. Evening star does not twinkle. Ganges is the Indian river. He used to wear beard. English language is the good one. You are fool to say that. After long time he came. An ox was found in jungle. He went to the Ceylon. The water is necessary to man. He understands the grammar. Cocoa-nut palm flourishes in the Ceylon. I have studied the grammar, the arithmetic, and the geography. How timid creature is deer ! The gold is heavier than the lead.

Give him hundred pounds. Great many ships sail to-day. Thousand men made a sally. In the Africa there are great many lions.

A sun gives light to our earth. French were defcated at Waterloo. This was greatest of all Mogul emperors. King of England rules over the large part of the earth. He struck him on his mouth. Can you look him in his face ? He gave me a best advice. Mango is good fruit. Do not neglect study of the English. Can you tell me longest river in Europe ?

Wuat noise he makes in the school ! The lizards eat the flies. Do you think me a foolish ? No, I consider you to be a very wise. The cats kill the rats. A sun gives light and heat to earth. Socrates was wisest of the Greeks. He sufiers from disease of his heart. A crow alighted on fruit tree in a garden, and when the owner of garden saw a crow he ran for gun. John is a wise and a good man. He received from King the title of a Duke. Whale is mammal. Industrious alone deserve success.

269. When several adjectives descriptive of the *same* person or thing are connected, the article is prefixed to the first only ; as, *A* brown and white cow. When the adjectives refer to *different* persons or things, the article is used before each ; as, *A* brown and *a* white cow.

In the phrase, "*A good boy and a girl*," the girl is not said to be good. In "*A good boy and girl*," both are good.

270. When two or more nouns refer to the same person or thing, the article is ordinarily used with the first only; as, *Cæsar, the Consul and Dictator, was killed in the Senate*; but when they refer to different persons or things, it is placed before each; as, *The Duke of Newcastle, the Commander of the Forces, and the Secretary for War, were all to blame*.

The article may however be repeated in the first case for purpose of emphasis; as, "Xenophon, the historian, the warrior, and the philosopher, had few equals." The force of this sentence would be that Xenophon excelled in each of these characters.

271. When two or more names referring to the same person or thing follow a comparative, the article is used before the first only; as, *He is a better singer than dancer*. When they refer to different persons or things, the article is used with each; as, *He is a better statesman than a soldier*; that is, "He is a better statesman than a soldier would be."

272. When in a series of nouns some would require *a*, and others *an*, the article *must* be repeated with each; as, *A duke, an earl, and a marquis were present*; not, *A duke, earl, and marquis*. And though the omission of the article before all nouns but the first is justifiable if in every case it is in the same form (*a*, or *an*), its repetition is preferable; as, "A barque, a yacht, and a schooner were there."

273. The insertion of the indefinite article before the adjectives *few*, *little*, *slight*, and similar words, sometimes effects a material change of meaning; as, *He has little money*, means he has *very little*; *He has a little money*, means that he has, at least, *some*. So, *He shows slight improvement* is negative in its force; *a slight improvement*, positive.

Again, the phrases *a half sovereign*, *a half rupee*, *a halfpenny* differ in meaning from *half a sovereign*, *half a rupee*, and *half a crown*. The latter merely denote *that value*, the former the *particular coin of that value*.

POSITION OF THE ARTICLE.

274. Rule XX.—*The Article precedes the Noun to which it belongs ; as, A horse. When the noun is qualified by an adjective, the article usually precedes both ; as, A white horse.*

Exceptions.

(1) The *indefinite article* follows *many, such, what*, and adjectives preceded by *too, so, as*, and *how* ; as, Many *a* man ; It was *such a* fine day ; What *a* fraud ! He made *too great an* effort ; so great *a* crowd ! As cheap *a* house as can be found ; I saw how great *a* mistake I had made.

(2) The *definite article* is placed after the adjectives *all* and *both* ; as, All *the* people came ; Both *the* soldiers were shot.

(3) The *definite article* follows the noun when an adjective used as a title also follows it ; as, Peter *the* Great.

EXERCISE XLII.

Correct, or justify, the following sentences :—

A brave man and an accomplished officer published his account of the siege. A small and large bear were shot. A green and a yellow bird was caught. I bought a red and white cow : it cost ten pounds. A red and white cow are in the field.

The pious and the learned Newton was there. The General, Admiral, Ambassador, and Consul, met for consultation. He has a slate, hour-glass, book, and pen. The young and old, the learned and ignorant, the prince and peasant, are liable to misfortune. The Captain lost a leg and arm. Bring a pen, book, and inkholder.

Demosthenes was a better speaker than a soldier. Vitellius was more renowned as an epicure than an Emperor. I consider him a greater rogue than a fool.

He has a few good qualities. He has few good qualities. A few men are wiser than he is. He is a good boy, but sometimes needs little correction. I have small claim against you. You have a small claim on my regard.

A many man has done the same. Never had I seen a so large elephant before. He is much better a writer than reader. A many a man has attained independence by industry and perseverance. Do not entertain a too high opinion of yourself. I am ashamed to tell how a great mistake I have committed.

A such trifle deserves no thanks. That would be a too dangerous attempt. He returned all books he stole. I have received from him many favour. It is too large book for him to read through.

THE PRONOUN.

275. Rule XXI.—Pronouns agree with the Nouns *for which they stand in Gender, Number, and Person*; as, Rama has hurt *his* hand; The lady has lost *her* glove; The scholars have neglected *their* studies.

In many languages possessive pronouns agree in gender and number with the nouns that follow them. Not so in English. My sister lost *their* books, ought to be, My sister lost *her* books.

276. Thou is now seldom used except in addressing God, or in poetry. You is applied even to one person but the verb must be plural.

The same form of the pronoun should be preserved throughout a sentence. *Thou* and *you*, *thy* and *your*, should not be interchanged.

Hindi has only one pronoun, *wah*, for *he*, *she*, *it*, and *that*, and such is also the case with some other Indian languages. In English, the distinction between *he*, *she*, and *it* must be observed.

The subjective personal pronoun is sometimes omitted in languages in which the person is sufficiently indicated by the termination of the verb. The verb *came* in English would be indefinite.

277. *My*, *thy*, *her*, *our*, *your*, *their*, are used when placed before nouns; as, *My* book. *Mine*, *thine*, *hers*, *ours*, *theirs*, are equivalent in signification to the possessive pronoun *plus* the noun understood.

My, &c., are thus strictly *possessive adjectives*; *Mine*, &c., *possessive pronouns*. The latter are used to avoid the continued repetition of nouns; as, Whose house is that? It is *mine* (= my house). These books are *ours* (= our books), *yours* (= your books) are on the shelf.

In such expressions as, "That horse *of yours* is vicious," *of yours* is a double possessive. "Two horses of mine were killed," is nominal equivalent of "Two of my horses were killed," for the latter implies that I have more than two.

278. The pronoun *it*, when the nominative to a verb, may be applied to each of the three persons in both numbers; as, *It* was *I*; *it* is *she*; *it* was *they*.

It sometimes represents a phrase or clause that follows; as, *It is my duty to forgive our enemies*; *It is reported that the ship has gone down*.

In this case it is a **Preparatory Nominative**, the true nominative being the phrase or clause for which it stands. Sometimes the reference is to a preceding phrase or clause; as, *You can tell him, but I do not advise it* (to tell him).

It is often used for some object understood; as, *It* (the weather) rains. He gets the worst of *it* (the business).

The adverb *there* is used in a similar way to introduce the subject of a sentence; as, *There was once a king, &c.*

279. When strong emphasis is required, both the noun and its pronoun may be used as nominative to the verb; as, *Wisdom, that is the principal thing.*

280. When two or more singular nominatives are coupled by *and*, the pronoun representing them must be plural; as, *He and I have settled the matter, and we shall not again disturb it.* When they are connected by *or* or *nor*, the pronoun is generally singular; but sometimes, when they are taken in a collective sense, it is plural; as, *Neither he nor I was gratified by the attention we received.*

When a pronoun represents a collective noun, it may be either singular or plural; but not both in the same sentence.

Monarchs, and editors of periodical publications, generally use the plural instead of the singular pronoun, in the first person; as, *We* print in another column letters which have reached *us*, &c.

281. The pronoun of the third person is placed after that of the second; and the pronoun of the first person after those of the second and the third; as, *You and I will go; Shall it be given to you, to him, or to me?* But in confessing a fault the speaker may place himself first.

282. The interrogative pronouns, *who*, *which*, and *what*, are used as follows:—*Who* is applied to *persons* and is *indefinite*. *Who* did it? supposes ignorance of the person. *Which* applies both to *persons* and *things*, but to one or more out of a known number; as, *Which* will you take? *What* is applied to *things*, and is *indefinite*; as, *What* do you want? When it refers to *persons*, it is followed by a noun; as, *What man told you?*

283. The word which answers a question must be in the same case as that which asks it; as, *Whose pen is this?* John's. The reason of this may be shown by completing the sentence. The full answer is, *This is John's pen.*

EXERCISE XLIII.

Parse the following sentences :—

Every good act will receive its reward. Neither he nor his friends have interested themselves in this subject. Tell that man that he must go. The rose is sweet, but it is surrounded with thorns. Were the man to acquire riches, they would corrupt his mind. The duchess brought her son to the assembly; but when she saw that it was too late, she fled with him to England. He and she went away this morning, after they had visited their father.

Supply the omitted pronouns :—

The ships have sailed to destination. I commit these youths to your care, trusting will prove diligent. Is this the path? and does lead out of the wood? When the soldier had completed years of service was discharged. The book is not injured, though has been tossed about. The crowd was so great that I could hardly get through. When you see any one busy, do not interrupt. If the goods are ready, let me have as soon as possible. The Long Parliament it was that made war on Charles I.; but remaining members restored Charles II.

Correct the following errors :—

You is the person who took my book. That mangoes are his. You's obedient son. My father has sold its house. This fine flowers are for you. Your pen is in my box; shall I bring? My sister knows; shall I ask? Having said so, went away.

He is he would have betrayed me. They should know that they are their interests we are consulting. He is the king who said it. Neither I nor you has done my duty. Either he or I must resign my office. Neither my brother nor cousin have been unmindful of their affairs.

The fleet was speedily at its destination; but they did not remain there long. The Committee has met; but the business it has to do will not occupy them long. The House of Commons were summoned to meet on Thursday, when it continued in deliberation till twelve at night, without deciding on the question before them. The meeting was dissolved soon after they assembled. I and you will remain. If Tulla and you are well, I and Cicero are well. I and my father are going to England. I and you and Govind will come. The teacher invited me and him. Who of these boys broke it? Who did it? It was me. Which things did you bring? Them things. Whom did you meet on the Esplanade? He and she.

284. Rule XXII.—A Relative Pronoun agrees with its Antecedent in Gender, Number, and Person; as, the man who works; the bullock which strayed.

The case of the relative is determined by some word in its own sentence; as, I saw the man who called to-day; I saw the man whom you spoke of.

285. Relative Pronouns have two uses:—

(1) The Restrictive use; as, I dare do *all that may become a man*. In this case the relative is used to limit or define the antecedent, which would otherwise express too much or too little.

(2) The Conjunctive use; as, He gave me an axe, *which I found useful*. Here the relative introduces an additional statement or co-ordinate sentence. The relative *which* might here be replaced by *and it*. He gave me an axe, *and I found it useful*. This is also called the Co-ordinative use of relatives.

Who is applied to persons; which, to infants, inferior animals, and things without life.

286. That is used instead of who or which:—

(1) After adjectives in the superlative degree; as, This is the best *that* I saw.

(2) After the adjective *all* and a few others; as, All is well *that* ends well.

(3) After the interrogative pronoun *who*: as, *Who that* has sense will agree with him.

(4) After two antecedents, one requiring *who* and the other *which*; as, The men and the cattle *that* we met.

(5) After a noun whose gender is doubtful; as, The friend *that* you saw has left.

That, as a relative, does not admit of a preposition before it. If it is governed by a preposition, the preposition is placed at the end of the sentence; as, This is the house *that* I live *in*; The conclusion *that* every one thought the Committee had arrived *at*.

287. When the antecedent is a part of a sentence, the relative is in the third person, singular number, and neuter gender; as, He dislikes trifles, *which* I am glad to hear.

288. Collective nouns require **which** when they are followed by a singular verb; and **who** when followed by a plural verb; as, *The faction which had long prevailed was at last overthrown; The clergy who assembled were then dispersed.*

289. When no nominative comes between the relative and the verb, the relative is generally the nominative to the verb; as, *The boy who brought the book is gone.*

But if a nominative comes between them, the relative is generally governed in the objective, either by a preposition before, or a verb after it; as, *The title by which he is best known; The boy, whom you sent for, is come.*

The relative pronoun is also often governed in the possessive by a noun following it; as, *Do not trust him whose promises have often been broken.*

290. When the relative pronoun is preceded by two nominatives of different persons, the real antecedent must be learned from the meaning of the sentence; as, *I am the man who command; or, I am the man who commands; the former being equivalent to, I the commander am the man; and the latter to, I am the commander.*

291. Which is properly used for **who**, when the antecedent to the latter is repeated, or when it is asked interrogatively, *Who*, of a certain number, is spoken of; as, *His former companion, which companion had deceived him. Which of them did it? Which is the man?*

292. The Relative, when in the objective case, and used restrictively, is sometimes omitted, especially in short sentences; as, *I received the book you sent me.* The antecedent of the third person is also occasionally omitted; as, *Who will, may weep.*

293. As is used as a relative after *such* and *same*; as, *Such as came: Mine is the same as yours.* But is a relative when it means *that not*; as, *No child but screamed.*

Position of Pronouns.

294. Rule XXIII.—*The Relative usually stands immediately after the Antecedent; as, The man who came.*

When the sense clearly shows the antecedent, other words are sometimes interposed; as, There is a *prisoner*, now sick, *who* needs your help.

295. The objective case of an interrogative pronoun precedes the verb; as, *Whom do you seek?*

Where there are two objects, both pronouns, the neuter stands first; as, Give *it* me.

In both these cases the pronoun takes a different position from that which the noun would occupy; as:—

Are you seeking your *friend*?

Whom are you seeking?

Did you ask him for a *pen*?

For *what* did you ask him?

Give me the *book*.

Give *it* me.

EXERCISE XLIV.

Parse the following sentences:—

Our best friends are those who tell us of our faults, and teach us how to correct them. I acknowledge that I am the teacher who adopts that sentiment, and maintains the propriety of such measures. Choose what is most fit: custom will make it most agreeable. Cæsar destroyed the liberty of his country, which was the cause of his death. I think it was Socrates, who, passing through the market, cried out, "How much is here I do not want!" The days that are past, are gone for ever; those that are to come, may not come to us; only the present time is ours; let us, therefore, improve it as much as possible. Is this the same person that you spoke of before?

Supply Pronouns in the following:—

The boat sails. Thou knowest it. I speak to you.
They seem to take the sun out of the world, take friendship out of
it. Let the prize be given to him deserves it. This example is one
of those are not to be imitated. do you think was there?
The infant was sick has recovered. This is the officer
commanded the party. I shall send the latest model I can find.
Who CC-0 can help himself will submit to such treatment? Newton

is the greatest philosopher the country has produced. He is the same published the poem. He drives the finest horse you ever saw. The men and the measures you condemn are generally approved of.

He has resolved to be a soldier, has caused us much grief. He is neither over-exalted by prosperity, nor too much depressed by misfortune: , you must allow, marks a great mind. The Court, should have set a good example, indulged in vice. The family with I have long resided is gone to Australia. He, on we relied, has deceived us. did the coach run over? He laid the suspicion on some one, I know not . shall we send on this errand? Men generally hate him they fear.

Supply the omitted relatives or antecedents in the following examples :—

He knows the man I spoke of. The poems Cicero wrote are lost. It was the saddest scene I ever witnessed. Lord Mahon wrote the History you were reading. Have you bought the book I recommended? Did you see the man I referred you to? Who lives to nature rarely can be poor. Who seizes too rapidly drops too hastily. Who lives to fancy never can be rich. Whom he would he slew, and whom he would he kept alive.

Correct the arrangement in the following sentences :—

I sold the horse for a small price, which I bought last year. He has certainly shown himself not to be a friend who has done this. The lesson has brought down severe punishment on him, which was so ill-prepared. He is like a beast of prey that is void of compassion. Bring me it. You call whom?

THE VERB.

296. Rule XXIV.—Transitive Verbs govern the Objective case ; as, I found *him* assisting *them*.

The *object* of a transitive verb may be a noun ; as, A hunter shot a *tiger* ; a pronoun, John struck *me* ; an infinitive, Learn to *labour* ; a gerund, He loved *hunting* ; or a part of a sentence, I acknowledge *that he is right*.

As a general rule, the object *should always be expressed*.

297. Intransitive verbs often take after them an objective case similar in meaning to the verb ; as, *He runs a race*. This is called the **Cognate Object, or **Cognate Accusative**.**

298. Such transitive verbs as *give, ask, forgive, offer, promise, tell, &c.*, take two objectives, a direct and an indirect. The latter generally denotes some person, and always comes first. In most cases the direct object may be put first, but the indirect object must then be preceded by a preposition, and its true nature, which is really adverbial, is made apparent.

I gave *him* an orange.

He asked *me* a question.

He offered *them* a shilling.

I gave an orange *to him*.

He asked a question *of me*.

He offered a shilling *to them*.

The passives of such verbs usually take the *direct object* as their subject; as, *An orange* was given to him by me. Sometimes, however, the indirect object becomes the subject; as, *He* was given an orange by me.

299. Some verbs, such as *appoint, believe, call, create, make, think, &c.*, when taken alone do not always contain the whole verbal idea. They are then called Verbs of incomplete predication, and require another word to complete them. This is called the Complement, and may be a noun, an adjective, a participle, the infinitive mood, a prepositional phrase or a clause.

The complement of a transitive verb expresses a quality or condition of the object as accruing from the action of the verb. Such complements are therefore Objective Complements, and are often called Factitive Objects (*factum* = made). Unlike the indirect object, the factitive object always follows the direct object of the verb.

The complement of an intransitive verb is a Subjective Complement, as it expresses a quality or condition of the subject.

Objective Complements (Factitive Objects).

They made him *king*. They painted the house *green*. His generosity makes us all *his friends*. Ruskin thought Turner *the only artist who could paint the sky*.

Subjective Complements.

He is *king*. The house looks *green*. He continued *speaking*. Napoleon was *the greatest general of his age*.

300. Some verbs are both transitive and intransitive; as, *The wheel turns; He turns the wheel; Tobacco grows; They grow tobacco.* In such cases the transitive verb is used in a causal sense.

Intransitive verbs also become transitive when they have a *Cognate Object*; as, *He sleeps the sleep of death.*

Intransitive verbs, as, *fall, lie, rise, sit, &c.*, must not be used for their corresponding transitive verbs, *fell, lay, raise, set, &c.*; as, *It lays on the table*, instead of *It lies*.

301. A large number of intransitive verbs when used with a particular preposition acquire a transitive sense. As they can then be used in the passive, the Verb + Preposition may be regarded as a transitive verb. Such verbs are called *Prepositional Verbs*.

The cat pounced upon the mouse.

The mouse was pounced upon by the cat.

Some one must have connived at the theft.

The theft must have been connived at by some one.

EXERCISE XLV.

Parse the following sentences :—

My father sent him and me to assist you. Whom do you think I met yesterday when going home? Him and them we know, but who art thou? They who ridicule the wise and good are dangerous companions: they bring virtue itself into contempt. Cyrus, when young, being asked what was the first thing which he learned, answered, "To speak the truth." To maintain a steady and unbroken spirit of mind amidst the shocks of the world, marks a great and noble spirit. They who have nothing to give, can often afford relief to others, by imparting what they feel. To see young persons who are courted by wealth and pleasure, resist all the allurements of vice, and steadily pursue virtue and knowledge, is cheering and delightful to every good mind. Silver and gold have I none. He is a man whom I greatly esteem. The city is four miles in circumference. The book cost three shillings. His father stands six feet high. He lived three years in Calcutta. The wall is a mile long. I paid him sixteen pounds. He taught me astronomy. He refused me the favour. Tell me the truth. He showed me the picture. I was promised the appointment. They were forbidden the privilege.

Change into the Passive *such of the foregoing sentences as admit of it.*

Correct the following errors :—

Thou, my kind friend, I shall never forget. You should punish he who committed the fault, not I who am innocent. They who have laboured to make us wise and good we ought especially to respect. I, who have been to him like a parent, he rudely insulted. She and they I know, but who are you? They acted properly in defending themselves. She that does not guard her reputation, all prudent persons will avoid. Come, let us make a covenant, I and thou. Lie the book on the table. He never was known to swerve the right path. Sit it up against the wall. His deceptions were contrived.

Form short sentences in which the following verbs will have, in some, a transitive, in others an intransitive sense :—break, burn, drink, eat, move, ride, turn, walk.

Position of the Object.

302. Rule XXV.—*The Object is usually placed after the verb ; as, James struck John ; He wishes to learn.*

In English, the governing word usually *precedes* the word governed ; in many languages it is *placed after it*, the arrangement of the sentence being as follows :—

Subject.	Object.	Verb.
James	John	struck

In English, this might mean, James struck John, or John struck James. Hence the arrangement is—(1) *Subject*, (2) *Verb*, (3) *Object*.

Exceptions.—The object precedes the verb in the following cases :—

(1) When the object is a relative or an interrogative pronoun ; as, This is the boy *whom I saw* ; *Whom do you seek* ?

A noun may be attached to the relative or interrogative pronoun ; as, *Which book do you choose* ?

(2) When emphasis is required ; as, *Money you shall have.*

303. Rule XXVI.—*The Verb To be*, and all other intransitive verbs of incomplete predication, such as *seem, appear, &c.*, have the same case after them as before them ; and when the verb is finite this is always the nominative ; as, I am *he* ; I took John to be *him*.

This arises from the fact that with finite forms of the verb the verbal complement is *attributive to the subject* and must therefore agree with it. The verb simply connects the subject and the predicate (with a greater or less degree of certainty; *seems, appears, is*), and is therefore called the *copula* or link. In some languages the copula is often omitted; but this is not allowable in English.

Nouns and pronouns before or after the verb *to be* are not necessarily of the same number and person; as, *It was they*; *You are he* whom we looked for.

When no case precedes the verb *to be*, the case following it is in the nominative; as, *To be an honest man* is better than *to be a rich man*.

In conversation, "It is me," is justified by custom.

EXERCISE XLVI.

Parse the following sentences:—

China is the most populous country in the world. Iron is the most useful metal. Were I he, I would act a different part. It could not be he whom you suppose. His death was felt to be a great loss. Pride was not made for man. The love of country is a noble feeling. The camel is found in many of the hot parts of Asia and Africa. Was it he or his brother who called? I think it was he. The carpenter seems an industrious man. The lawyer was appointed judge. His action was in bad taste. He is without fear. He seems in excellent health. It is hard that he should be so soon forgotten. Let them take him to be whom they will, it will make no difference.

Correct the following errors:—

It is her. You believed it to be he. I suppose it to have been he who told you. Believe me it was not us. Are thou proud? Ay, that I am not thee. I know not whether it were them who committed the crime, but I am certain it was not him. It appeared to be her that opened the letter. She is the person who I understand it to have been. Who do you think me to be? Let him be who he may, we do not care. I understood it to be he who was suspected. It was them whom we saw.

304. Rule XXVII.—*A verb may be governed in the infinitive mood by another verb, by an adjective, or by a noun; as, He loves to study; He is not able to work; I have a wish to learn.*

The *present infinitive* may be used with any tense of the governing verb; as, He *wishes to go*; he *wished to go*; he *will wish to go*.

The *perfect infinitive* expresses an action completed *before* the time denoted by the governing verb; as, You seem *to have failed*. Used after the past tenses of verbs expressing *wish, hope, intention, &c.*, it denotes that the wish or hope was not fulfilled; as, I intended *to have come* (but was hindered).

The *gerundial infinitive* is used to mark a purpose; it is also used after nouns and adjectives; as, He *came to see*; A *time to laugh*; *Swift to hear*. The gerundial infinitive always requires *to*, and may be considered a *dative case*.

The simple infinitive is treated like a noun in the nominative or objective; as, *To read* is pleasant (nom.); he began *to read* (obj.).

The infinitive is sometimes used *absolutely*; as, *To speak* plainly, I do not believe it.

305. The preposition *to* is not essential to the infinitive. *To* is dropped after the auxiliaries, *can, do, may, must, shall, will*; after *bid, dare* (except in the sense of *challenge*), *let, make, need*; after several verbs referring to the senses, as, *see, behold, watch, hear, feel, &c.*; as, *Bid him depart*; *I dare not do it*; *Make them sit down*; *I heard him speak*; *I dared him to do it*.

But if the infinitive follows a passive form of any of these verbs (except *let*) *to* is required; as, *He was seen to strike the blow*; *He was let go*. The verb *to be* generally requires *to*; as, *I see it to be so*.

When several verbs in the infinitive are coupled by a conjunction, the sign *to* is usually prefixed to the first only; as, *I taught him both to read and write*.

306. The infinitive is changed into a verbal noun governed by a preposition after the verbs *prevent, hinder, think, despair*, and after *fond, &c.* Thus, *I despair to succeed* should be, *I despair of succeeding*. He is fond of *reading*.

307. The infinitive mood generally follows the word which governs it; as, He loves *to learn*; I shall *go*; but when it is the **emphatic word**, it sometimes precedes it; as, **Do it you must**.

EXERCISE XLVII.

Parse the following sentences :—

It is more pleasant to pardon than to punish. It is more blessed to give than receive. England expects every man to do his duty. They showed great anxiety to be reconciled. I was induced to grant his request. He was asked to call at another time. His willingness to obey his parents was very pleasing. His enemies declared him to be a traitor. The master prevented his servant from doing the work. I shall write to him to come to-morrow.

Correct the following errors :—

They forced him do the work. I think to go home during the holidays. The sight made him to tremble. He is very fond to read novels. I requested him to do it, but he bade ano her to do it. I durst not do anything which might displease him. You need not to ask any more. Bid the peon to procure it. Would they have us to reject such an offer? The multitude wondered when they saw the lame to walk and the blind to see. Did you feel the table to shake in consequence of the earthquake?

The comets have been observed move in very eccentric orbits. Queen Elizabeth was known possess great vigour of mind. No nation has been found excel Greece in the fine arts. The prisoner was immediately let to go. We saw the lightning to flash.

Make five sentences with an Infinitive Mood as Subject.

Make five sentences with an Infinitive Mood as Object.

Make five sentences with the Infinitive Passive without to.

308. Rule XXVIII.—*The Gerund in -ing is both a noun and a verb. As a noun, it is governed by a verb or preposition ; as a verb, it governs nouns or pronouns ; as, Reading is pleasant ; He intended killing him.*

The Gerund denotes the doing of that which the verb signifies. As a noun, it may be the subject, object, or complement of a verb, or be governed by some preposition. *Hunting* is a favourite sport. He enjoyed *hunting* the tiger. He was *hunting*.

309. When the precedes the Gerund in -ing, of must follow it ; or both the and of must be omitted ; as, He is well placed for the rapid *gaining of* experience ; or, for *gaining* experience rapidly. In the former case *gaining* is a

verbal noun, and as such is qualified by an adjective. In the latter, it retains its verbal force, governing *experience* and being qualified by an adverb. It is thus a true *Gerund*.

310. Rule XXIX.—*The Participle is both a Verb and an Adjective, (just as the Gerund is both a Verb and a Noun). As a verb it may govern a noun, and as an adjective it may qualify a noun or pronoun, be modified by an adverb, or be compared ; as—*

Respecting ourselves, we shall be respected by others.

A loving son. A forsaken land.

We first attended to our more pressing wants.

This is the most finished picture in the collection.

The participle differs from an adjective in having changes to show whether the action is finished or unfinished.

The participle is sometimes used absolutely with the nominative case before it, or adverbially at the beginning of a sentence ; as, *The day dawning, we set out ; Generally speaking, the remainder is worthless.*

311. Rule XXX.—*The Participles are used after the verbs have and be, to form tenses of the finite verbs ; as, I have written ; He was chosen.*

(1) The Perfect tenses of the Active are formed from the past participle with *have* ; as, *I have struck, I had struck, I shall have struck.* These express completed action.

(2) The Imperfect, or Continuous, tenses of the Active are formed from the present participle with *be* ; as, *I am sinking, I was sinking, I shall be sinking.* These express action in progress.

(3) The tenses of the Passive are formed from the past participle with *be* ; as, *I am struck, I was struck, I had been struck, &c.*

The past participle should not be used for the past tense ; as, *He begun, for he began ; He run, for he ran.*

Use of the Tenses.

312. Rule XXXI.—*In the use of the Tenses of Verbs, the order of time must be observed.*

The Present Indefinite has several uses :—

(1) It expresses a single act at the present time ; as, *I see him now.*

(2) It expresses a custom or habit ; as, *He goes to school every day.*

- (3) It expresses constant truths ; as, *Honesty is the best policy.*
 (4) It is used in quoting authors, whether living or not ; as *Cicero says.*
 (5) It is sometimes employed to describe past events, and is then called the *Historic Present* ; as, *Cæsar leaves Gaul, &c.*
 (6) It can relate to some *future* event, provided that future time is expressed by some special adverb or phrase, or is implied by the context ; as, *It leaves (= will leave) in a few days ; When do you sail (= will you sail) for England ?*

The **Present Imperfect or Continuous** is used to express an action going on at the time of speaking ; as, *I am writing.* As its name implies, it is used only for actions that *continue*, and not for such as are brief and immediate. It also sometimes expresses habit or custom ; as, *He is attending college very regularly just now."*

The **Present Perfect** expresses an action begun in past time and completed at the present time. "*I have lived in London five years,*" implies that the speaker is still living in London. Should he have left London, the **Past Indefinite** should be used : *I lived in London five years.* The present perfect expresses action that has just been completed ; as, *The man has come.*

The **Present Perfect** is never qualified by any adverb or phrase denoting *past* time. The former denotes *present* time ; so that the two contradict each other. *I have finished my exercise yesterday,* should be, *I finished my exercise yesterday.*

The **Present Perfect** may be used if the effect still continues ; as, *British rule has endured in India for the last 150 years.*

The **Past Indefinite** expresses an action begun and completed in past time ; as, *He came yesterday.* It also denotes what was usual at some former time ; as, *He gambled and drank.*

The **Past Imperfect, or Continuous** expresses an action begun and *continuing* in past time ; as, *While I was speaking, &c.* The past indefinite refers to a *point* of time. The past imperfect is used to express an action during which something else took place ; as, *While I was walking yesterday, I saw you.*

The **Past Perfect, or Pluperfect**, denotes that the action was completed *before* a certain time, and before something else took place ; as, *The ship had sailed before I arrived.*

The **Future Indefinite** expresses simply future time, near or remote ; as, *It will be completed in a few minutes ; It will take many centuries.*

The **Future Perfect** denotes that the action will be completed before another future action takes place ; as, *I shall have sailed before you get home.*

EXERCISE XLVIII.

Parse the following sentences :—

I hate lying. In keeping Thy commandments there is great reward. We reached the gate before him by taking a shorter road. He succeeded by begging the help of his friends. Poverty turns our thoughts too much upon the supplying of our wants, and riches upon enjoying our superfluities. These travellers' tales awakened an unconquerable passion for wandering and seeking adventure. I spent the year in visiting my friends. By thinking on the passage, you will ascertain its meaning.

He is a most loving child. Leaning my head upon my hand, I began to figure to myself the miseries of confinement. Overcome by his father's kindness, he burst into tears. I hear soldiers marching, bullets flying, horses neighing. His impaired strength rendered him unequal to the exertion. Looking at the whole case, I do not take your view.

Correct the following errors :—

By roaring of the lion we were kept in alarm. The preparing the statement requires time. The middle station of life seems most advantageous for gaining of wisdom. The acquiring anything valuable demands perseverance. In tracing of his history we find little that is worthy of imitation. By the observing truth you will command esteem.

He has broke his leg. He would have went with us had he been asked. I would have wrote to him. The bullock was stole. The English language is spoke in many parts of the world. He shown me the prize. The grass was trod down. The work was very well execute. He drunk the water eagerly. He has chose to give up study. His friends have forsook him.

Make four sentences, each with a gerund as subject; and four with a gerund as object.

Make four sentences each containing a participle governing a noun, and four containing a participle qualifying a noun and modified by an adverb.

EXERCISE XLIX.

Parse the following sentences :—

The sports of children satisfy the child. He has now recovered. Truly the light is sweet. He writes a good hand. Nimrod founded Babylon. Caesar sent this message to the Senate: "I came, I saw, I conquered." I have caught a hare. He has gone home. Yesterday we dined at two o'clock, and took tea at sunset. Fools make a mock of sin. I shall have completed it before it is required. The road ought to have been finished ten years ago. The work could not be done yesterday. Juvenal says, "The tongue is the worst part of a horse's head." Virgil says, "Labour conquers all things."

Correct the following errors :—

The ship has arrived last week. I am speaking a long time. Yesterday I have been to the Museum. I had come to see you on Monday. This book has been printed in 1893. I have seen him an hour ago. I am suffering from fever the last three days. I have finished the work this morning. He is ill of fever since Monday. The teacher had given me leave. I have studied grammar last year. He has forsook all his wicked companions. I begun to do it. He has wore out his life in the king's service. The ancients asserted that virtue was its own reward. The doctor affirmed that fever always produced thirst. Cicero maintained that whatever was useful was good. I have written my exercise before John called for me. He has went to England. Since you left, I was wholly engaged in business. I am not of opinion that such rules can be of much use unless persons saw them exemplified. He is Governor of the Province from three years ago to the present time. I do not know whether he arrives this morning or last night. There have been several great wars in Europe during last century.

Use of 'Shall' and 'Will.'

313. Rule XXXII.—*Shall with the first person, and will with the second and the third, simply foretell; will with the first person and shall with the second and the third, express the will of the speaker.*

Shall originally means *owe*. From the notion of debt arises that of *obligation*, what one *ought* to do. Will means *wish*, what a person is *willing* to do. Shall retains its primary meaning in the second and third persons singular and plural; as, Thou *shalt* not kill; he *shall* surely die. Besides commanding and threatening, it also *promises*; as, He *shall* be blessed.

314. Shall in the first person singular and plural simply states that something will happen; as, I *shall* go home. It does not denote any *wish* on the part of the speaker. On the other hand, will in the first person implies that the action is dependent upon the will of the speaker. I *will* go home, denotes that it is my own wish to go.

Will in the second and third persons usually means simple futurity, without any reference to the wish of the agent. He *will* be punished, simply states what will happen.

The different use of *shall* and *will* is partly required by politeness. In speaking of ourselves, we avoid the appearance of making our own wish the reason why anything will happen, and therefore use *shall*. In speaking to, or of, others, we use *will*, to show that they are not forced to act.

I shall	We shall	}	express <i>simple futurity</i> .
Thou wilt	You will		
He will	They will		
I will	We will	}	express futurity, with the additional idea of <i>promise, obligation, command, or threat</i> .
Thou shalt	You shall		
He shall	They shall.		

The following Rhyming Rule has been given :—

In the first person, simply, *SHALL* foretells ;

In *WILL*, a *threat* or else a *promise* dwells :

SHALL in the second and the third doth *threat* ;

WILL simply then *foretells* the future feat.

If a man falling into the water were to cry out, "I *will* be drowned, and nobody *shall* help me," his words would imply that he wished to be drowned, and refused any help. "I *shall* be drowned, and nobody *will* help me," means, I shall be drowned because no one is willing to help me.

In conditional sentences, *will* is used in conditional clauses, and *will* and *shall*, with different meanings, in the other clauses ; as, If you *will* seek, you *will* find ; If you *will* seek, you *shall* find. The latter expression is stronger than the former.

315. In asking questions, *shall* with the first and second persons and *will* with the third denote mere futurity ; *shall* with the first and the third person, and *will* with the second generally denote the wish of the person addressed.

Shall I ?	Shall we ?	}	denote <i>simple futurity</i> .
Shall you ?	Shall you ?		
Will he ?	Will they ?		
Shall I ?	Shall we ?	}	denote generally the <i>wish</i> of the person addressed.
Wilt thou ?	Will you ?		
Shall he ?	Shall they ?		

Shall I go ? means, *Ought I to go ?* *Will I go ?* means, Am I *willing* to go ? This is improper, for no one can answer the question but the speaker himself. *Shall you go ?* implies simple futurity. *Will you go ?* means, *Do you wish to go ?* *Shall he go ?* means, *Do you wish him to go ?*

316. Should and would follow the rules of shall and will, but the root-idea (*owe, ought*) of the verb *shall* is more prominent in *should* than in *shall*. The following examples should be carefully studied.

You should go.—It is your *duty*, you *ought* to, but you yourself must determine whether you will or not.

You shall go.—It is my *determination* that you shall, but whether it is your duty or not is another matter not implied at all.

I shall go.—It *will so happen*; it may or may not be my duty.

I should go (He should go, We should go, You should go, They should go).—It is my (his, our, your, their) *duty* to go.

I (He, we, you they) should have gone.—It was my (his, our, your, their) *duty* to go, but I (he, we, you they) did not go.

When followed by a conditional clause, however, this sense of *ought* disappears. *I should have gone if I had remembered* does not imply duty at all, but simply consequence. I did not go because I did not remember.

EXERCISE L.

Give the force of Shall and Will in the following sentences :—

I shall go to London. We will die with him. His grief will not let him sleep. They shall not have it. They will hear of nothing but money. He that will be cheated to the last, delusions shall bind him fast. If you will pay me for it, you shall have the book. You shall not go there; you shall go to prison. I will leave to-morrow. If he were to make the offer, I would accept it. If he were to bid you, you should obey. Will you take me? Shall you do it? You shall be king. How shall I go? Will you stay here with us? I shall not go alone.

Correct the following errors, giving the reason in each case :—

I will not be able to accompany you. Will I write to him? I will be obliged to dismiss him. We would be right in refusing to obey such an order. Until I will die, I shall never desert you. If he do not come, I will be uncertain what to do. I hope I will succeed. Will I be allowed to go? Would we hear a good lecture if we would go? I trust that you would help me, for if not I do not know what I would do.

Write three affirmative sentences, each with will in the first person; and three interrogative sentences, each with shall in the first person.

THE SUBJUNCTIVE MOOD.

317. Rule XXXIII.—*The Subjunctive Mood is used chiefly in suppositions or to express doubt, wish, or intention, and after such conjunctions as if, unless, although, &c.; as, I shall not go if it rain; I wish he were here; The sentence is that you be fined; Should it rain, I shall not come.*

The Subjunctive Mood, being a *subjoined mood*, is always *dependent* on some *antecedent* clause, called the *conditional* clause. The clause which contains the consequence of the supposition is called the *consequent* clause. "If it rain" (conditional clause), "I shall not go" (consequent clause).

The conjunctions mentioned above are not *necessarily* followed by the subjunctive. Some of them are often used with the indicative; as, if two and two *make* four. Here there is no uncertainty, and the indicative is used.

"If it *be*," implies "I am uncertain." "If it *is*," implies "as I know it is." "If it *were*," implies "as I know it is not." "If I *could* I would," implies "I cannot." "If I *can*, I will," implies "I do not know whether I shall be able to or not."

"If the earth *were* flat men could not sail round it," implies that we know it is *not* flat. "If the earth *is* round men can sail round it," implies that we believe it to be round.

The conjunction is sometimes omitted, and the conditional verb placed before its subject; as, *Were* I (=if I were) Govind, I should refuse.

"The present tendency of the English language," says Adams, "is to reject the distinction of the *Subjunctive Mood*."

EXERCISE LI.

Parse the following sentences:—

If he were here, I would tell him. If he should try he would succeed. If thy right eye offend thee, pluck it out. Unless he pay, he will be put in prison. If I am asked whether there is any danger, I say yes. If you meet Govind, bid him make haste. Had this been true, nothing could excuse me. Love not sleep, lest thou come to want. Steal not, though thy state be mean. If thou preserve my life, it shall be devoted to thy service. If it rain to-morrow, I shall not go. If he were here I should be glad. Though He slay me, yet will I trust in Him. If thy brother offend thee, rebuke him, and if he repent, forgive him.

Make five sentences with verbs in the Subjunctive Mood.

SEQUENCE OF TENSES.

318. Rule XXXIV.—*The tense of the verb in a dependent sentence must correspond to the tense of the verb in the principal sentence.*

When two sentences are joined together by a subordinate conjunction or relative pronoun, one of them is called the **Principal** and the other the **Dependent** sentence. The latter is that to which the conjunction or pronoun is prefixed. "I was asked (Principal) what you said" (Dependent).

319. When the verb in the principal sentence is in the *present* or *future* tense, the verb in the dependent clause may be in *any* tense according to the sense.

He says or He will say	{	That he <i>is</i> sorry.
		That he <i>was</i> sorry.
		That he <i>has been</i> sorry.
		That he <i>had been</i> sorry.
		That he <i>will be</i> sorry.
		That he <i>will have been</i> sorry, &c.

320. A past tense in the principal sentence ordinarily requires a past tense in the dependent clause.

He said or He had said	{	That he <i>was</i> sorry.
		That he <i>had been</i> sorry.
		That he <i>should be</i> sorry.
		That he <i>should have been</i> sorry.

321. A past tense in the principal sentence is followed by a present tense in the subordinate clause (1) if the latter is a proposition *true for all time*; as, He *did* not know that the sun *is* larger than the earth; or (2) if it is a fact, known, or believed, to be true *up to the present time*. The use of the present tense in the subordinate clause intimates that it is known or believed still to be true.

Compare the following sentences :—

I *was* glad to hear you *are* industrious, I hope you will continue so.

I *was* glad to hear you *were* industrious, I trust you are still so.

I *was* glad to hear you *were* industrious, why did you cease to be so?

In the second and third of these sentences the present tense could not be used in the subordinate clause.

EXERCISE LII.

Parse the following sentences :—

I thought he would fail. I ordered him to desist. He could pay if he chose. He might have gone, if he had thought fit. I said that I would have gone, if I had been able. If thou hadst given, I had been happy. I should have liked to go with him. He may either go or stay as he likes. I do not think that he will come. I did not think that he would come. I should not be afraid if I were not guilty. If we try it at once, we shall succeed. If we tried it at once we should succeed. It was necessary that he should find some one. I shall stay if I can. I should have stayed if I had found it desirable.

Correct the following sentences where necessary :—

I have finished my letter before my brother arrived. It is a long time since we had met. He said that he will not grant my request. I hoped he will pass. I am a candidate in the hope that I might succeed. I request that you would kindly raise my salary. I write a letter that I might have an answer. I warned him that if he did so he will incur blame. I told him that it is vain to persist in the undertaking. He was so changed that I would not have known him if he did not tell me his name. If you look at the map of India, you would find the island.

Govind said that oil was lighter than water. If I should ask whether ice and water were two distinct species of things. Seneca said that to be ignorant of wickedness was a blessing. Tacitus said that those things which were unseemly were unsafe. I wished to have submitted my manuscript to him. The girl said, if her master would but have let her had money, she might have been well long ago. It is while men slept that the arch enemy has always sown his tares.

DIRECT AND INDIRECT NARRATION.

322. Rule XXXV.—*In reporting directly the speech of another, give the exact words, marking them by inverted commas ; as, James said, " I will go."*

When the verb in one sentence relates what is said by some speaker in another sentence, the verb in the first sentence is called the **Reporting Verb**, and the second sentence is called the **Reported Speech**.

The reported speech may give the *actual words* used by the speaker. This is called **Direct Narration**, and is the form generally used in the languages of India. When only the substance of what was said is given, this is called **Indirect Narration**. In this case no quotation marks are used.

In **Direct Narration** the words used must be introduced by some such verb as *say, remark, &c.*

323. Rule XXXVI. – *In reporting indirectly the speech of another, change the words into a form fit to be used by a different person ; but be careful that the meaning is not altered.*

In Indirect Narration the conjunction “that” is generally inserted after the reporting verb. *I say, “I will do it,”* becomes *I say that I will do it.*

There is an exception in the case of reported interrogations.

324. *The tense of the reporting verb is never changed.* If the reporting verb is in the present or future, the verb in the reported speech also remains unchanged.

Direct : James says (or will say) “I am right.”

Indirect : James says (or will say) that he is right.

Direct : James says (or will say) “I was wrong.”

Indirect : James says (or will say) that he was wrong.

325. If the reporting verb is in the past tense, the verb in the reported speech must also be in the past tense.

Direct : James said, “I am right.”

Indirect : James said that he was right.

326. If the direct speech contains a past indefinite tense or a past imperfect tense, in the indirect speech they must generally be changed to the past perfect and the past perfect continuous, respectively.

He said, “I saw him running away,” becomes *He said (that) he had seen him running away.* So *He said, “I was reading when she called me,”* becomes *He said (that) he had been reading when she called him.*

When the reported speech contains a statement of a universal truth the tense of the verb must not be changed. *He said, “Honesty is the best policy,”* becomes *He said that honesty is the best policy.*

327. Pronouns of the *first* person in the *direct* speech are put into the same person as the subject of the introductory verb ; as,

Direct : Charles said, “I am sick.”

Indirect : Charles said that he was sick.

Direct : I said, “I will go.”

Indirect : I said that I would go.

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Direct : My friend *said* to me, "Consider my work and say what you think of it."

Indirect : My friend *asked* me to *consider* his work and say what I thought of it.

Direct : He *said* to him, "Stop a moment !"

Indirect : He *asked* him to stop a moment.

333. A question and a command are often combined in one speech.

Direct : He said to him very angrily, "Why have you come ? Have I not told you never to see my face again ? Leave the room."

Indirect : He asked him very angrily why he had come, and whether he had not told him never to see his face again, and he ordered him to leave the room.

334. The reporting verb may need to be similarly changed in a few other instances.

Direct : Turning to his friend he said, "And thou, too, farewell."

Indirect : Turning to his friend he bade him, too, farewell.

Direct : I said to him, "Here, take your book !"

Indirect : I called to him to take his book.

Direct : He said, "Alas, how foolish I have been."

Indirect : He exclaimed with sorrow that he had been very foolish, or, He acknowledged with sorrow how foolish he had been.

Direct : He said to him, "Please lend me that book a moment."

Indirect : He asked him kindly to lend him that book a moment.

Direct : He said, "Let us divide the booty amongst ourselves."

Indirect : He proposed that they should divide the booty amongst themselves.

Direct : He said to me, "I thank you for all you have done."

Indirect : He told me that he thanked me for all I had done; or more idiomatically, He thanked me for all I had done.

Direct : He said to me, "Would you like to go ?" I said "Certainly."

Indirect : He asked me if I should like to go. I said I certainly should.

335. *Interjectives, Vocatives, &c.*, that can only be used in addressing one directly, are left out in Indirect speech.

Direct : He said, "Ha, my fine fellow ! I will have you hanged."

Indefinite : He called him a fine fellow, and said (that) he would have him hanged.

EXERCISE LIV.

Turn the following into the Indirect form :—

He said to him, "Where are you going?" He said to me, "Which is the book you like best?" He said to her, "Do you know all the subjects for the examinations?" I said to him at once, "Who told you that?" I said to him, "Why did you put yourself in danger?" The king said to his attendants, "Bring to me all the traitors you captured, and put them to death before they have time to escape." He said, "How unlucky we all appear to be!" He said, "Let us each try to help the man a little." The beggar said to the lady, "Pity the sorrows of a poor old man whose trembling limbs have borne him to your door!" The beggar took the money from her saying, "May God reward you!" I said to them, "Let us do nothing till we have heard the king's reply." I said to him, "Thank you, I shall not need any more help." The governor said to them in reply, "Thank you for all the information you have given me. I quite expected you would address me on this subject, and I will bear the matter in mind."

336. Words indicating nearness of time or place in relation to the speaker must generally be changed when another person reports the speech.

Thus *now* becomes *then*; *this* becomes *that*; *here* becomes *there*; *ago* becomes *before*; *thus* becomes *in that way*.

Direct : I said to him, "Do it *now*."

Indirect : I told him to do it *then*.

Direct : He said to me, "I finished the work long *ago*."

Indirect : He told me that he had finished the work long *before*.

Similarly change *to-day* into *that day*, *to-morrow* into *the next day*, *yesterday* into *the day before* (or *the previous day*), *last night* into *the night before* (or *the previous night*), &c., &c.

337. But whenever the words of the speaker are reported at the same time or place at which they were spoken, the above words are not changed.

Direct : John said to me, "I will come *to-day*."

Indirect : John told me he would come *to-day* (*if quoted the same day*), or, John told me he would come *that day* (*if quoted any other day*).

Similarly *come* must sometimes be changed into *go*.

Direct : He said to me, "Come *here*."

Indirect : He told me to come *here*, or He told me to go *there*, according to the position of the speaker.

EXERCISE LV.

Turn the following into the indirect form :—

He said to me, "Why are you troubling me now? Go home. I will see you this evening." He said to us, "I am sorry that I failed to see you yesterday, but I shall undoubtedly be at leisure to-morrow." He said to them, "Do it thus: if you fail the first time, try again; you will certainly succeed at last." He said to me, "Thank you for all your help. I should not have finished the work till to-morrow unless you had been here." They replied, "Go to the master now; we shall certainly tell you nothing until you have seen him." My father said, "Have you finished your lesson yet, my boy?" "No," I replied; "this lesson is very difficult. I was trying to do it yesterday, but did not succeed." "Never mind," said my father, "you will be all the better for trying even if you do not succeed."

Correct the following sentences :—

The teacher told you sit down. The master told that I will let the boys go home. I told him to ask his master can I see. I said him to come with me. He said me go. He told that I will come. I heard him to ask her that why you not run away? I told her that she do not open the door. I said that why you were not diligent? Charles said that we are to stay here.

Turn the following into the direct form :—

He said that his mother was just then absent from home, but that I should not on that account defer my visit, as she would without doubt return in a few days.

The young officer said that he was as old as the prime minister of England, and thought himself as capable of commanding a ship as that minister was of governing the State.

He asked me when I intended to leave London. I told him as that was the day of examination, I could not leave then; but hoped to do so next day.

338. Rule XXXVIII.—In Negative Sentences the negative not is placed between the auxiliary and the principal verb; as, I do *not* like him.

The above is the usual form. In some cases, especially in poetry, the auxiliary do is not used, and the negative is placed after the verb; as, he spoke *not* a word.

In assertive sentences with the verb *to be* the negative is placed between the verb and its complement; as, he is *not* here.

The negative precedes the infinitive, as, I told him *not* to be afraid.

339. The negative and interrogative forms are combined by placing the nominative and not after the auxiliary; as, Do *we not* love? When there is no auxiliary, they are placed after the verb; as, Love *we not*?

If the answer given is *yes*, the verb following must be the *affirmative*.
If the answer given is *no*, the verb following must be the *negative*.

340. By the insertion or omission of the negative the asker of a question intimates his own *belief* on the matter asked about, and the answer which he therefore *expects* to receive.

Has he always been here in good time?

Has he not always been here in good time?

The second form would be used if the speaker believed *he had* and expected the answer, *Yes*. The first if he believed *he had not* and expected the answer, *No*, or if he was wholly *in doubt*.

Has he not gone? (I think he must have).

Has he gone? (I hoped he would stay all day).

Are you not late? (My clock says you are).

Are you late? (My clock says you are in good time).

Is my meaning not clear? (It seems clear enough to me).

Is my meaning clear? (I rather fear you do not find it so).

EXERCISE LVI.

Parse the following sentences :—

Am I not doing my best? I have not seen him. I do not know the man.
Is he not coming to-morrow? May he not go with us? I was not going to take him. Had I not seen it, I should not have believed it.
Shall you not be writing? No, I shall not.

Correct the following sentences :—

Why you not write to me? Did you not tell him? (*Ans.*) : Yes, I did not. Did he not meet you yesterday? (*Ans.*) : No, he did meet me. Why you not go away? Why they will not come? Can the boy not read? (*Ans.*) : Yes, he cannot.

Turn the following sentences into the negative form :—

I am hopeful. They are going home. He sent the horse yesterday.
The king is jealous of his prime minister. This is well written. I had intended to go. He was killed in the battle. My brother wrote that.
Do you understand the question? Have you money?

THE ADVERB.

341. Rule XXXIX.—Adverbs *qualify Verbs, Adjectives, and other Adverbs*; as, He acts *nobly*; This is *very* large; He ran *too* quickly.

A phrase or clause has often the force of an adverb; as, I left him *in the garden*; We gained ground *step by step*; *When I came* he told me. Such expressions are called **Adverbial Phrases or Clauses**, because they modify the verbs to which they are attached.

Such phrases or clauses may themselves be modified by another adverb, which is sometimes, though incorrectly, taken as modifying the preposition or conjunction. He walked *across* India. He walked *right across* India. His house is *on the top of the hill*. His house is *exactly on the top of the hill*. I will come *when you send for me*. I will come *only when you send for me*. In such cases the meaning modified by the adverb is contained in the *entire adverbial phrase or clause*, and not in the preposition or conjunction alone.

342. Some common words are either adjectives or adverbs. In old English the adverb was often formed from the adjective by adding *e*; as, soft, soft*e*. The *e* was dropped, and then both had the same form. Loud, hard, fast, long, high, wide, much, little, &c., are both adverbs and adjectives. The manner in which they are used determines the part of speech to which they belong.

Adjectives should not be used as adverbs, nor adverbs as adjectives; as, *Sweet* sung, for, *Sweetly* sung; He spoke very *mean* of him, for, He spoke very *meanly* of him.

In the case of intransitive verbs of incomplete predication the complement is sometimes taken for an adverb, and written so. "The rose smells sweetly," is an error. It should be, "The rose smells sweet." *Sweet* being a subjective complement qualifies the subject, *rose*.

With transitive verbs adverbs should be used; as, I received him *warmly*. In the following examples the meaning differs according to the part of speech used.

I found the road *easy*, *i.e.*, not difficult to walk on.

I found the road *easily*, *i.e.*, found it without difficulty.

343. Two negatives are equivalent to an affirmative (often a *weak* one); as, *It is not unjust*; *He is by no means unhappy*.

344. Some adverbs are followed by corresponding adverbs; as, Here—there; where—there; when—then; never—nor; rather—than; not only—but also, &c.

Here we are suffering from drought, there water is abundant. When the Government is strong, then are the people safe. I will never yield the point, nor even discuss it. He would rather die than betray his trust. He is King, not only in name, but also in power.

EXERCISE LVII.

Parse the following sentences :—

The inhabitants fought very bravely; but their enemies were so greatly superior in numbers, that they were speedily compelled to retreat. This exercise is neatly and correctly written. The force of instinct is very strongly shown by the mode in which many birds build their nests. There cannot be anything more insignificant than vanity.

Correct the following sentences :—

The garden is ill laid out, but the situation is remarkable good. If the letter is not bad written, send it. He speaks very beautiful. Newton lived in a manner agreeably to the dictates of piety. No man could have acted nobler. I am wonderful delighted with it. Suitably to his condition was the behaviour he always exhibited. The river flows rapid. The youth has been careful brought up. He acts very sensible on most occasions; but he behaved most meritorious on the last.

POSITION OF THE ADVERB.

345. Rule XL.—Adverbs are generally placed close to the words which they qualify; as, *Very* good; He acted *wisely*.

346. Adverbs are usually placed :—

(1) Before adjectives or other adverbs; as, *too* hot; *very* badly written.

(2) After intransitive verbs; as, I laughed *heartily*.

(3) Usually after the object of a transitive verb; as, He paid them *liberally*.

(4) Between the principal verb and the auxiliary or between two auxiliaries; as, *He* has readily consented; *It* has often been my lot.

Sometimes the adverb is placed before the verb; as, he willingly granted their request.

The adverb should not separate the verb and its object. He told his tale *pleasingly*; not, He told *pleasingly* his tale.

When an adverb qualifies a whole sentence or is used emphatically, it is generally placed first; as, *Unfortunately*, he had excited the Queen's displeasure; *Never* was a man so used.

347. The adverbs *always*, *never*, *often*, *sometimes*, are usually placed before the verbs they qualify, except the verb *to be*; as, *He always uses the purest style*; *He often talks foolishly*; *He is never at home*. *Enough* follows the word it qualifies; as, good *enough*.

348. Without great care in placing the adverb properly a wrong meaning may be given to a sentence, or it may be rendered ambiguous. *Only*, *merely*, *solely*, *chiefly*, and a few others require special attention. They are *generally* placed immediately *before* the word they qualify.

In the sentence "He *only* lived for their sakes," the meaning is that he did not do anything else for their sakes. "He lived *only* for their sakes," means that he lived for this one reason. "He lived for their sakes *only*," means that he lived for nobody else's sake. *Only* at the end of a sentence often has a disparaging signification. "He gave a shilling *only*," implies that more might have been expected.

EXERCISE LVIII.

Correct the following sentences:—

The master taught very well the boy. He renounced for ever his country. They intended to carry farther their operations. Melville proposed to invite back the king. Nelson attacked most courageously the enemy's fleet.

I am only left. England has only possessions in South Africa. Italy has every gift of God, not freedom only. He is cautious not to give offence properly. He is seldom or ever in his place. It is not my intention to compel, but to advise you. He only regards not his health, but his reputation. I will not go be he never so pressing.

Give the different meanings of the following sentences:—

Only he promised a book. He only promised a book. He promised only a book. He only lived for their sakes. He lived only for their sakes. He lived for their sakes only.

THE PREPOSITION.

349. Rule XLI.—Prepositions govern the Objective Case; as, It is a gift *from* him *to* me.

The object of a preposition is therefore either a noun or some word or words that take the place of a noun, as a noun clause, &c. In many cases, however, a preposition appears to govern an adverb, as in the common phrases, *for ever*, *at once*, *before now*, &c. Such expressions have a single and definite meaning, and are really compound adverbs.

350. Prepositions generally stand before the words they govern, but whether before or after, they should always be placed as near to them as possible.

In interrogative and relative sentences in familiar style, the preposition is often placed at the end; as, What could it proceed *from*? This is the person whom I gave it *to*.

The preposition is most frequently placed at the end when the relative is omitted; as, It was a thing I was used *to* (*to which* I was used). It must also be placed at the end when that is used for *whom*; as, The person *that* I gave it *to*. The objective is sometimes placed first for emphasis; as, *Such conduct* I am at a loss to account *for*.

351. Prepositions sometimes form compounds with verbs; as, *to smile at*, *to pick up*, &c. Such expressions should be parsed as *Prepositional Verbs*.

352. The prepositions *for*, *from*, *in*, *on*, are often omitted before nouns of place or time; as, I will cause it to rain (for) forty days.

Prepositions should not be inserted where they are not wanted. The word *to* is often omitted in English where it would be used in the Indian vernaculars. He told *to* me, ought to be, He told me.

Prepositions should not be omitted where Syntax requires them. I came to speak you, ought to be, I came to speak *to* you. I can depend your promise, ought to be, I can depend *upon* your promise.

353. When two prepositions are used with the same noun, the noun is usually placed after the first, and the pronoun representing it after the second; as, He walked up the hill and round it, *not*, He walked up the hill and round the hill, *nor yet*, up and round the hill. But *up and*

down the hill would be correct if we meant up and down several times.

354. In is used before the names of countries, districts, and large cities; at, before the names of small towns and villages; as, He is *in* England; *in* Paris; He lives *at* Serampore *in* Bengal.

355. To usually denotes *motion towards*; as, He went *to* London. In the sentence, Sicily lies *to* the south of Italy, *to* denotes that Sicily is separated from Italy. Italy is *to* the south of Europe, should be, *in* the south of Europe.

356. With often denotes the *instrument*, and by the *doer*; as, This was written *by* me *with* a quill.

357. Since, as a preposition, signifies *from*. It is placed before a noun or phrase denoting some *point* of time, never before a noun or phrase denoting a *period* of time. It is also preceded by a verb in the *present perfect* tense; as, The school has been closed *since* May. I am unwell *since* three weeks, should read, I *have been* unwell *for* three weeks. But *since* is correctly used when we speak of an interval between a past fixed point of time and the present time; as, I have been unwell *since* Friday.

358. At, like *since*, denotes a *point of time*; in, a *portion of time*; as, He left *at* six o'clock; He will come *in* the evening. *In* an hour, means at the end of an hour; *within* an hour, before the end of an hour.

359. For (in the sense of *during*) denotes a *portion of time*. It may be used with any tense except the present imperfect: I am studying English *since* two years, ought to be, I have been studying English *for* two years.

360. From, denoting a *point of time*, may be used with all the tenses, but must be followed by *to*, *till*, or *until*; as, I attended *from* the 1st *to* the 20th of this month.

EXERCISE LIX.

Parse the following sentences :—

To whom did you give the letter which I sent? Paper did not come into use until the twelfth century. Temperance, by fortifying the mind and body, leads to happiness. If we view ourselves, with all our imperfections and failings, in a just light, we shall rather be surprised at our enjoying so many good things, than discontented because there are any which we want. Be not overcome by the injuries you meet with, so as to pursue revenge; by the disasters of life, so as to sink into despair; by the evil examples of the world, so as to follow them into sin. Overcome injuries by forgiveness; disasters, by fortitude; evil examples, by firmness of principle. As you say so, I shall go. Unless you try, you will not succeed. He is industrious, and consequently he is successful. Always try to speak distinctly. I may be away, but I cannot tell yet.

Correct the following sentences :—

She I am pleased with, but not with he. Except thou, I have none to help me. He laid the blame on some one, I know not who of the party. They gladly of themselves made up the ransom. Between you and I there is much mischief in it.

Is it me you mean to compare him with? The Turks were the next people who the Russians made war against. You surely know not who you speak to. He is wholly unacquainted with, and consequently incapable of explaining, the principles of the Art. One of the conspirators wrote to, and informed the Emperor of, the daring scheme.

Give me a little of salt. I failed in last December. My father regretted for my leaving. I will go on to-morrow. Listen what I tell you. There is no use of talking. He refused to alter from his decision. I saw him in this week. Send to me some money. He showed favour upon me. This horse is worth forty pounds.

He was at London. He was kicked with his horse. They spent six months at Egypt. I have not seen him from a long time. Come after a week. I cut it by a knife. Is Ceylon in the south or west of India? I am a candidate from four months. It rained at morning time. Friday evening he will leave for Europe. I send you this letter with James. The whole island was overrun with the invaders. It is after a long time that you have come to school.

The speech did not afford no information. It is not no uncommon thing. He affirmed that he would not on no account grant the request. I have not done nothing that should bring blame upon me. I cannot remember nothing about it. Nothing never affects me like that.

We must not expect to find study agreeable always. The field, having been tilled often, will yield a good crop. Men's views are strangely altered by skillful hints sometimes.

John very slowly walks. The following sentence cannot be possibly understood. I hope not much to tire those whom I shall not happen to please. They proposed to share equally the fruit. These opinions have been held generally in every age.

361. Rule XLII.—*Certain words and phrases must be followed by particular prepositions.*

Although other prepositions may, in other connections, express precisely the same meaning, they may, according to the idiom of the language, be quite inadmissible after a particular word.

362. Some words are followed by different prepositions to express different meanings. The following are some of the principal examples:—

Abhorrence <i>of</i> deceit	Adorn <i>with</i> flowers
Abhorrent <i>to</i> the feelings	Advantage <i>of</i> his absence
Abide <i>by</i> a statement	" <i>over</i> his opponent
Abound <i>in</i> or <i>with</i> living things	Adverse <i>to</i> the proposal
" <i>in</i> expedient	Affection <i>for</i> a person or thing
Absent <i>from</i> school	Affinity <i>with</i> a person or thing
Absolve <i>from</i> a promise	" <i>between</i> two
Absorbed <i>in</i> thought	Afflicted <i>with</i> blindness
Abstain <i>from</i> food	Afraid <i>of</i> punishment
Accede <i>to</i> a request	Agree <i>among</i> themselves
Accept <i>of</i> a favour	" <i>to</i> a proposal
Acceptable <i>to</i> a person	" <i>with</i> a person
Access <i>to</i> a house	Agreeable <i>to</i> one's wishes
Accompanied <i>by</i> a friend	Agreement <i>between</i> them
" <i>in</i> an expedition	Aim <i>at</i> a thing
In accord <i>with</i> a person or thing	Akin <i>to</i> pity
To accord <i>to</i> a person	Alarmed <i>at</i> the sight
Accordance <i>with</i> the rules	Alien <i>to</i> the subject
According <i>to</i> promise	Alienate <i>from</i> a friend
Accountable <i>to</i> his master <i>for</i> the money	Alight <i>from</i> a horse
Accuse <i>of</i> a crime	" <i>on</i> the ground
Accused <i>by</i> a person	" <i>at</i> the door
Accustomed <i>to</i> teaching	Alive <i>to</i> the risk
Acquaint <i>with</i> a person or thing	Alliance <i>with</i> a party
Acquiesce <i>in</i> a decision	Allied <i>to</i> a thing
Acquit <i>of</i> blame	" <i>with</i> a person
Adapted <i>to</i> a thing	Allotted <i>to</i> each
" <i>for</i> a purpose	Allowable <i>for</i> a person
Addicted <i>to</i> opium	Allude <i>to</i> his conduct
Adequate <i>to</i> a want	Alternate <i>with</i> something else
Adhere <i>to</i> a purpose	Amazed <i>at</i> a proposal
Adjacent <i>to</i> the city	Ambitious <i>of</i> glory
Admiration <i>of</i> a person	Amount <i>to</i> a hundred
Admit <i>of</i> excuse	Angry <i>at</i> a thing
Admonished <i>of</i> a fault	" <i>with</i> a person
" <i>by</i> a person	Annexed <i>at</i> a thing
	" <i>with</i> a person

Answer *of* a person
 „ *to* your name
 „ *for* his neglect
 Antidote *against* poison
 Antipathy *to* a thing
 Anxiety *about* a thing
 „ *for* his safety
 Apart *from* anything
 Appeal *to* the High Court
 „ *against* the decision
 Apply *to* a person *for* a thing
 Appoint *to* a situation
 Apprehensive *of* danger
 Apprise *of* his loss
 Appropriate *to* the occasion
 Approve *of* his conduct
 Arrive *at* a place, *in* a carriage
 Ascribe *to* him the honour
 Ashamed *of* his conduct
 Ask *for* a thing
 „ *of* a person
 Assent *to* a proposal
 Associate *with* a person
 Assure him *of* safety
 Astonished *at* his impudence
 Atone *to* a person
 „ *for* a fault
 Attend *to* (listen) *upon* (wait)
 Attendance *at* court
 „ *upon* a person
 Attentive *to* a teacher
 Avail oneself *of* the chance
 Averse *to* a thing
 Avert danger *from* a person
 Aware *of* his intention
 Backward *in* learning
 Banish *from* the country
 Bare *of* clothes
 Bathe *in* water
 Bear *with* a person
 Beg *of* a person
 „ *for* bread
 Believe *in* his truthfulness
 Belong *to* a person
 Bent *on* going
 Bereaved *of* his wife
 Beset *with* danger
 Bestow a thing *upon* a person
 Betray *to* the enemy
 „ *into* his hands

Beware *of* the dog
 Blame *for* failure
 Blind *to* his danger
 „ *of* an eye
 Blush *at* the sight
 „ *for* his conduct
 Boast *of* skill
 Borrow *of* or *from* a friend
 Bound *in* honour
 „ *by* every tie
 Buy a thing *of* a person
 Call *upon* or *on* a person
 „ *at* the office
 „ *for* the parcel
 Capable *of* an action
 Capacity *for* thought
 Care *for* his life
 Care *of* your books
 Careless *of* or *about* the result
 Carp *at* the answer
 Catch *at* a straw
 Caution *against* a thing
 Cautious *of* fire
 Cavil *at* his speech
 Cede *to* Germany
 Celebrated *for* bravery
 Certain *of* success
 Charge him *with* crime
 Charge the cost *to* him
 Cheat a person *of* his money
 Cleanse *from* sin
 Clear *of* debt
 Close (adj.) *to* the river
 Close (verb) *with* the offer
 Coincide *with* his opinion
 Combine *with* the enemy
 Commit *to* memory
 Committed *against* the law
 Common *to* old and young
 Compare a thing *with* another
 (likeness)
 „ a thing *to* another (con-
 trast)
 Compatible *with* safety
 Compensate him *for* his work
 Compete *with* a person
 „ *for* a prize
 Competent *for* the office
 Complain *of* a person or thing
 „ *about* a person or thing

Complain <i>to</i> a person, <i>against</i> a person	Deal <i>with</i> a person
Comply <i>with</i> a request	" <i>in</i> rice, sugar
Composed <i>of</i> metal	Decide <i>on</i> or <i>upon</i> a plan
Conceal <i>from</i> view	Defective <i>in</i> strength
Concerned <i>at</i> or <i>about</i> an event	Defer <i>to</i> his opinion
" <i>for</i> his safety	Deficient <i>in</i> sense
" <i>in</i> the crime	Deformed <i>in</i> body
Concur <i>with</i> a person	Defraud a person <i>of</i> his dues
" <i>in</i> an opinion	Delight <i>in</i> his company
Condemned <i>to</i> death <i>for</i> murder	Delighted <i>with</i> the offer
Condole <i>with</i> a person	Demand <i>of</i> a person
Conduce <i>to</i> health	Demur <i>to</i> the charge
Confer <i>with</i> a person	Depart <i>from</i> a place
" <i>about</i> a thing	Depend <i>upon</i> one's efforts
" a favour <i>on</i> a person	Deprive a person <i>of</i> a thing
Confess <i>to</i> a fault	Derived <i>from</i> Sanskrit
Confide <i>in</i> a person	Derogate <i>from</i> one's reputation
" a secret <i>to</i> a person	Derogatory <i>to</i> one's good name
Confident <i>of</i> victory	Descriptive <i>of</i> the place
Confined <i>to</i> bed	Deserving <i>of</i> praise
Confirmed <i>in</i> the appointment	Designed <i>for</i> use
Conformable <i>to</i> rule	Desirous <i>of</i> gain
Confront a person <i>with</i> his accusers	Desist <i>from</i> the chase
Congenial <i>to</i> one's tastes	Despair <i>of</i> success
Congratulate him <i>on</i> his marriage	Destitute <i>of</i> food
Connect <i>with</i> what goes before	Destructive <i>of</i> happiness
Connive <i>at</i> a crime	Determine <i>upon</i> going
Consent <i>to</i> the plan	Detract <i>from</i> his good name
Consequent <i>upon</i> the proceeding	Devolve <i>on</i> or <i>upon</i> a person
Consist <i>of</i> metal	Die <i>of</i> hunger, <i>by</i> the sword
" <i>in</i> causes or results	Differ <i>from</i> a person
Consistent <i>with</i> a statement	" <i>on</i> a subject
Consult <i>with</i> your father	" <i>in</i> opinions
Contend <i>with</i> or <i>against</i> a person	Difference <i>between</i> things
" <i>for</i> or <i>about</i> a thing	Difficulty <i>in</i> an attempt
Content <i>with</i> his pay	Diligent <i>in</i> business
Contrary <i>to</i> his orders	Diminution <i>of</i> comfort
Conversant <i>with</i> a person	Disagree <i>with</i> a person
Converse <i>with</i> a person	Disagreeable <i>to</i> a person
" <i>on</i> a subject	Disappointed <i>of</i> a thing (not received)
Convince <i>of</i> error	" <i>in</i> a thing (received but not satisfactory)
Copy <i>from</i> a book	" <i>with</i> or <i>in</i> a person
Correspond <i>with</i> a person	son
" <i>about</i> a subject	Disapprove <i>of</i> conduct
" <i>to</i> an object	Discharge <i>from</i> service
Count <i>on</i> or <i>upon</i> an event	Discourage <i>from</i> an attempt
Cure a person <i>of</i> a disease	Discouragement <i>to</i> virtue
Deaf <i>to</i> advice	

- Dislike *to* labour
 Dispense *with* his help
 Displeased *with* his servant
 Dispute *with* a person *about* a thing
 Dissent *from* an opinion
 Distinct *from* the other
 Distrustful *of* his courage
 Divide *between* two, *among* many
 Doubt *of* one's honesty
 Due *to* want of care
 Eager *for* a thing
 " *in* its pursuit
 Easy *of* approach
 Effective *for* war
 Elicit *from* a person
 Eligible *for* office
 Embittered *against* a person
 Emboldened *by* success
 Eminent *for* skill
 Emulous *of* fame
 Enamoured *of* a person
 Encouragement *to* virtue
 Encroach *on* or *upon* a possession
 Endeared *to* a person
 Endeavour *after* a thing
 Endowed *with* beauty
 Endued *with* virtue
 Engage *in* business
 " *to* a person
 Engraved *on* brass
 Enjoin *upon* a person
 Enlarge *upon* the subject
 Enlist *in* the army
 Enter *upon* a course
 " *into* one's plans
 Entitled *to* a seat
 Enveloped *in* fog
 Envious *of* his success
 Envy (noun) *at* his success
 Equal *to* the other
 Escape *from* jail
 Essential *to* health
 Estimated *at* its proper worth
 Exact (verb) *from* a person
 Excel *in* drawing
 Except (verb) *from* payment
 Exception *to* a rule
 " *against* a person
 Exchange *for* horses *with* a man
- Excluded *from* society
 Exclusion *of* anything
 Excuse a person *from* attendance
 Excuse *for* absence
 Exempt *from* duty
 Expel *from* school
 Expensive *in* dress
 Exposed *to* danger
 Expostulate *with* a person
 Extricate *from* a difficulty
 Exult *in* a success
 " *over* a person
 Fail *in* one's purpose
 " *of* success
 Fall *under* suspicion
 " *from* the roof
 " *into* error
 " *on* or *upon* an enemy
 " *in* love
 " *in* *with* a proposal
 " *among* thieves
 Familiar *with* the book
 Fatal *to* anything
 Favourable *to* his wishes
 Favoured *with* your company
 Fawn (verb) *upon* a person
 Feed *on* grass (intrans.)
 " *with* corn (trans.)
 Feel *for* the poor
 Fertile *in* resource
 Find *out* the cause
 Finish *with* a song
 Fit *for* a purpose
 Fond *of* fruit
 Foreign *to* a purpose
 Forgetful *of* his duty
 Free *from* blame
 Frown *upon* a person or thing
 Full *of* sorrow
 Gifted *with* skill
 Glad *of*, *at* the result
 Glance *at* an object
 " *over* a page
 Glory *in* victory
 Grasp *at* a shadow
 Grateful *to* a person
 Greedy *of*, *after* riches
 Grieve *at* or *for* an event
 " *for* a person
 Grumble *at* the change

Guard *against* or *from* danger
 Guilty *of* murder
 Happen *in* a place
 " *at* a time
 " *to* a person
 Healed *of* his disease
 Hide *from* a person
 Hint *at* the cause
 Hope *for* better times
 Hurtful *to* anything
 Hush *up* the tale
 Ignorant *of* a subject
 Ill *of* fever
 Illustrative *of* the subject
 Immersed *in* pleasure
 Impatient *of* control
 " *for* payment
 " *at* delay
 Impelled *by* pride
 Impertinent *to* his teacher
 Impose *upon* a person
 Impress a thing *upon* a person
 Impute *to* a person
 Incentive *to* labour
 Inclined *to* idleness
 Included *in* the list
 Inclusive *of* all charges
 Inculcate *upon* a person
 Indebted *to* a person
 " *in* a large sum
 Independent *of* help
 Indicative *of* displeasure
 Indifferent *to* fame
 Indignant *at* the insult
 Indulgent *to* his children
 Infected *with* disease
 Infer *from* premises
 Infested *with* snakes
 Inflict punishment *on* him
 Influence *over* or *with* a person
 " *on* his conduct
 Inform a person *of* a thing
 " *against* a person
 Infringe *on* his rights
 Initiate *into* crime
 Inseparable *from* one another
 Insinuate *into* one's favour
 Insist *upon* payment
 Intent *upon* his work
 Interfere *with* his rights

Intimate *with* a person
 Introduce *to* a person
 Introduced *into* a thing
 Intrude *upon* a person
 " *into* your compound
 Inured *to* hardship
 Inveigh *against* crime
 Invest *with* authority
 " *in* land
 Invite *to* a marriage
 Involved *in* disgrace
 Irrelevant *to* the question
 Irrespective *of* the result
 Jealous *of* his rights
 Jest *at* danger
 Join *with* a person
 Judge *of* a person *by* his actions
 Know *of* anything
 Lame *of* a leg
 Lament *for* his only son
 Laugh *at* him *for* his folly
 Lavish *of* money
 Liable *to* abuse
 " *for* the loss
 Listen *to* a person
 " *to* or *for* a sound
 Lost *to* a sense of shame
 Made *of* wood *for* a purpose
 Marry one person *to* another
 Martyr *for* a cause, *to* a disease
 Meddle *with* the watch
 Meditate *upon* a question
 Meet *with* a refusal
 Militate *against* an opinion
 Mindful *of* his promise
 Mourn *for* a person
 Moved *at* the sight
 " *by* his passions
 " *to* tears
 " *with* envy
 Murmur *at* or *against* a person
 Natural *to* a boy
 Necessary *to* success
 " *for* the purpose
 Necessity *of* the case
 " *for* his going
 Need (noun) *of* or *for* a thing
 Negligent *in* attendance
 Obedient *to* his teachers
 Object (verb) *to* a demand

Obligated *to* him *for* a gift
 Observance *of* the Sabbath
 Occur *to* a person
 Odious *to* a person
 Offend *against* a rule
 Officiate *for* another
 " *in* a post
 Open *to* objection
 Opposed *to* fact
 Overcome *with* sleep
 Overwhelmed *with* joy
 Parallel *to* the first
 Part *with* his money
 Partake *of* food
 Partial *to* his friend
 Pass *by* a spot
 " *over* a fault
 Passion *for* gambling
 Peculiar *to* the country
 Penitent *for* his conduct
 Persevere *in* study
 Persist *in* a course
 Pertain *to* a subject
 Play *at* cricket
 " *on* the harp
 Polite *in* his manners
 " *to* all
 Popular *for* his kindness
 " *with* his companions
 Possessed *of* wealth
 " *with* an idea
 Pray *for* a blessing
 Precious *to* the owner
 Preferable *to* the first
 Prefixed *to* the paper
 Prejudice *against* a person
 Prepared *for* the worst
 Prepared *against* an event
 Preparatory *to* going
 Presume *upon* his good nature
 Pretext *for* absence
 Prevent *from* coming
 Previous *to* his death
 Profit *by* the transaction
 Profitable *to* the owner
 Prohibit *from* giving
 Prone *to* deceit
 Proper *for* the occasion
 Protest *against* the course
 Proud *of* his position

Provide *for* a person
 " *with* a thing
 " *against* a danger
 Put up *with* abuse
 Qualified *for* office
 Quarrel *with* a person
 Questioned *on* the subject
 Quick *at* accounts
 Rebel *against* the king
 Recede *from* his position
 Reckless *of* danger
 Reckon *on* a profit
 Reconciled *to* a loss
 " *with* an enemy
 Recover *from* fever
 Reduce *to* a state
 Refer *to* his letter
 Refrain *from* an action
 Regard *for* a person, *to* our
 neighbour
 Reign *over* the country
 Rejoice *at* a thing
 " *with* a person
 Relation *to* a matter
 Relations *with* a person
 Relieve *from* the task
 Relish *for* work
 Rely *on* or *upon* a promise or
 person
 Remind a person *of* a thing
 Remiss *in* duty
 Remit *to* England
 Remote *from* home
 Remove *from* the post
 Repent *of* a deed
 Repine *at* misfortune
 Replete *with* luxury
 Reply *to* a letter
 Reproach him *for* his faults
 Require *of* a person
 Rescue *from* danger
 Resigned *to* his lot
 Resolve *upon* a course
 Resort *to* trickery
 Respect (noun) *for* a person
 " *of* a matter
 Respond *to* an appeal
 Restore *to* an office
 Result (verb) *from* carelessness
 " (noun) *of* the combination

Revert *to* the owner
 Rich *in* cattle
 Rid *of* the whole affair
 Rob a person *of* a thing
 Rule *over* the country
 Sacred *to* the memory
 Sanguine *of* success
 Search *for*, or *after* anything
 Secure *from* or *against* danger
 Sensible *of* kindness
 Sensitive *to* ridicule
 Serviceable *to* a person
 " *for* a purpose
 Shoot *at* a mark
 Short *of* money
 Sick *of* idleness
 Side (verb) *with* a person
 Significant *of* his designs
 Similar *to* the other
 Slothful *in* business
 Slow *of* speech
 " *at* work
 Smile *at* his folly
 " *upon* his proposal
 Snatch *at* the chance
 Solicitous *of* employment
 Sorry *for* the loss
 Sparing *of* praise
 Specific (noun) *for* or *against* a disease
 Spite *against* a person
 Sport *with* danger
 Stained *with* sin
 Stare *at* a person
 Strip *off* clothes
 Subject *to* orders
 Subscribe *to* a fund
 Subsequent *to* an event
 Subsist *upon* bread
 Succeed *to* a title
 " *in* an attempt
 Sufficient *for* the day
 Suitable *for* the purpose
 " *to* the occasion
 Supply *with* funds
 Sure *of* success
 Surprise *at* failure
 Suspicious *of* danger
 Swerve *from* the right
 Sympathise *with* a person

Sympathy *for* the poor
 Tamper *with* the accounts
 Taste *of* anything
 " (inclination) *for* anything
 " (judgment) *in* pictures
 Temperate *in* eating
 Tempt *with* money
 Thankful *to* a person
 " *for* a thing
 Thirst *for* or *after* gain
 Tired *of* delay
 " *with* working
 Trample *upon* justice
 Trifle *with* the truth
 Triumph *over* an enemy
 " *in* a cause
 True *to* nature
 Trust *in* a person
 " *to* a thing
 Unite *with* a person
 " *in* an effort
 Urge *upon* a person
 Vain *of* his beauty
 Versed *in* logic
 Vested *in* land
 Vexed *at* a thing
 " *with* a person
 Victorious *over* the enemy
 Vie *with* a person
 Void *of* learning
 Wait *upon* (attend) a person
 " *for* (stay) a person
 Want *of* money
 Wanting *in* courage
 Warn (a person) *of* danger
 " *against* an enemy
 Watch *for* the morning
 " *over* a person
 Weary *of* life
 Wink *at* his neglect
 Wish *for* rest
 Withdraw *from* the bargain
 Wonder *at* his conduct
 Worthy *of* success
 Wrestle *with* difficulties
 Yearn *for* home
 Yield *to* the outcry
 Zeal *for* religion
 " *against* wrong
 Zest *for* pleasure

EXERCISES.

Correct the following sentences :—

LX.—I am tired with his advice. Give an instance for a proper noun. I have a desire upon that. To which he complied. He had been applying to this post. I was made acquainted of his loss. The proposal was agreed by the others. Never be guilty for rudeness. Such behaviour is unworthy to you. She is afraid by a dog. We are now accustomed with these inconveniences. He is resolved of going to Europe. She had fallen to the well. He has profited from my loss. I wholly dissent with his opinion, and shall never be reconciled with it. What we did was strictly conformable with our instructions. He has a great resemblance of his father, and especially in his abhorrence against deceit. He is so eager for the pursuit of the object, that there is much difficulty of making him attend on anything else. As a page, he had to attend to his lady, who was glad at his services. This is quite adapted for common use. He has as much reason to be angry at him as at me. He should never be angry with trifles. He ordered me to be taken in London. John has a great resemblance with his father. We have far too many of examinations to be conducive of success. If I was to listen on what you say I should go to home at once. I cannot refrain to say that I believe on his innocence in the crime by which he is charged. You must apologise with him of your remark. I do not know what was the matter to you that you should act such a strange way. I stayed to a large hotel when I was at Calcutta. He increased with height so quickly that he grew out all his clothes. To finish a dispute in heaping abuse at your antagonist is likely do more harm on yourself than on him. As you made an exception of the rule on my brothers favour I hope you will also make one for mine.

Insert suitable prepositions in the following sentences :

LXI.—The statement was opposed — fact, and he insisted — its withdrawal. To offend — a rule — custom is not a sin, but to persist — it is foolish. It is often wise — pass — the faults — others, but — make light — one's own is folly. A clause was introduced — the Bill — the mover which charged the cost — the action — the owners. The thief was charged — stealing a watch. The work devolved — your brother, but John was credited — the success achieved. The girl is so intent — her book that she is deaf — every sound. The sea has encroached — the land and herself — all. Why can he not count — your help? We should bear — the foibles — our neighbours, and refrain — passing judgment — them. The boy was bent — going — school, and as he was short — money — his lunch, I gave him some. Your tutor complained — me — your idleness. The bill is inclusive — all charges — freight and storage. To draw attention — your doings was quite foreign — my purpose. It is not difficult — impose — a simpleton. Away you not grateful — him — his help?

LXII.—I am ignorant — the matter — discussion. All goods included — the list — which your selection is made are increased — price. The place is infested — scorpions. — your letter I infer that you are intimate — my brother. Parents should impress — their children the need — industry — all they undertake. I cannot comply — your request, for I do not approve — the project. Frequent bathing conduces — health. Previous — his death Mr. Smith lived — Bristol, and the management of the firm's business devolved — him. Surprised — the turn — affairs, the banker withdrew — the contest and devoted his energy — his work. The soldier hit the mark he aimed —. A miser shrinks — parting — his money. The course you incline — is open — objections. John's passion — study makes him indifferent — pleasures — the kind so popular — his classmates. Not all efforts — success are deserving — praise. The tone — voice — which words are uttered often detracts — the praise they were meant — express. To die — hunger is not a disgrace, but to live — the proceeds — fraud is a crime. It is not easy to elicit information — a taciturn man. Keep clear — debt and be not intimate — men — evil repute. He is — great need — someone to guide him — the management — his estate, who will not only keep him — wasting his money but also protect him — designing men.

LXIII.—Your path is beset — danger, unless your companion can boast — more skill than I give him credit —. Agreeably — my partner's wishes I insisted — instant payment — our claim — full. If you want to be — good terms — that fellow you must smile — his evil deeds. Your plan is open — objection, irrespective — the fact that if it fails you will be liable — damages. This carriage is designed — use — good roads only. The house was concealed — view — the hill. The candidate was confident — victory and refused — retire — the contest. My father is rich — houses. — order to be rid — all responsibility — this matter I agreed — the course he insisted —. He is assured — my interest — his progress, and — my constant regard — him. The demands — his time are so great that we have to be content — very little — his company. The groom rode the horse contrary — his master's orders. As I am not conversant — the facts — the case, and you have acted — my consent, I refuse to be responsible — any way — the consequences. Hatred is inconsistent — love. Attend — your lessons! The vessel was attacked — pirates. Submit the accounts — my cashier. The mother is proud — her son's success. Is Mr. Strong qualified — the post? Our exemption — taxation is due — no merit — our own. The boy was expelled — school. Mistrust is destructive — happiness. It is not always possible — agree — every one. A dispute — his manager — a trifle ended — the latter's dismissal. Try to elicit — the driver the facts — the accident. — consequence — his bad behaviour — his former friends.

THE CONJUNCTION.

363. Rule XLIII.—Co-ordinative Conjunctions connect words, phrases, or sentences, *of the same rank or class*; **Subordinative Conjunctions** connect sentences only, *one of which is subordinate to the other*.

In "Birds fly and fishes swim" there are two sentences of *equal rank*. Such a sentence is called **Compound**. In "Be diligent lest you fail" there are also two sentences, but one is plainly subordinate to the other. Such a sentence is called **Complex**.

Co-ordinative Conjunctions may connect :—

- (1) **Independent Sentences** making a compound sentence; as, *My horse fell but I got home safely*.
- (2) **Nouns or Pronouns**; as, *I call heaven and earth to witness; He and I travelled together*.
- (3) **Verbs**; as, *They fought and won*.
- (4) **Adjectives**; as, *He was a great and good man*.
- (5) **Adverbs**; as, *The river flows slowly and silently*.
- (6) **Phrases**; as, *On the mountain and in the valley the rain fell*.

364. Rule XLIV.—Words connected by a conjunction must be of the same class, and in the same construction: verbs in the same mood and tense, nouns and pronouns in the same case; as, *He and she are happy; He loves and obeys his father; He loved and obeyed his father; He was very charitable, and founded a hospital*.

When verbs connected by a conjunction are in different circumstances, they may be in different moods and tenses, the subject being generally, but not always repeated; as, *The steamer arrived in good time last month, but it is late this month*.

When several particulars are spoken of collectively or separately, and, or, or nor, is usually prefixed to the last only; as, *He eats, drinks, and sleeps; He neither eats, drinks, nor sleeps*.

365. The auxiliary verb is often omitted after *if, lest, though, until, &c.*; as, *If he sell it, I cannot prevent him*: i.e., *If he should sell, &c.* Some of these conjunctions, and also that, are themselves often omitted; as, *Were he not blind, he would acknowledge it*: i.e., *If he were not, &c.* He knows (that) I must sell.

366. Since, as a conjunction, signifies *from which time*. It is followed by a verb in the *past indefinite* tense, and is preceded by a verb in the *present indefinite* or *present perfect* tense, and by a noun denoting some *period* of time—not a *point* of time; as, Three months *have gone* since my brother *left*. It is now a year since it *happened*.

367. Than follows adjectives in the comparative, and also rather and other; as, *I would have the book rather than the picture*.

A Pronoun after *than* or *as* either agrees with a verb, or is governed by a verb or preposition understood; as, *He is wiser than I (am)*; *She loved him more than (she loved) me*.

368. Certain conjunctions are used in pairs, and are called **Correlative Conjunctions**; as,

Either, or :—It was either the man or the woman.

Neither, nor :—He will neither go nor stay.

Whether, or :—Whether he agrees or not, it must be done.

Though, yet :—Though they paid him well, yet was he unfaithful.

As, as :—As clear as the sun.

As, so :—As is the child, so is the man.

So, as :—He is not so attentive as he was.

So, that :—He was so determined, that nothing could persuade him.

Both, and :—It is both cheap and good.

If, then :—If you saw him, then I yield the point.

Because, therefore :—Because he sinned, therefore he is unhappy.

In poetry, *or* is often used instead of *either* and *nor* instead of *neither*; as, "*Or by the lazy Scheldt or wandering Po.*" *Not* and *never* are also sometimes thus used; as, *He never tires nor stops to rest*.

EXERCISE LXIV.

Parse the following sentences :—

When blessed with health and prosperity we should cultivate an humble and a compassionate disposition. Speak but the word, and I am ready. Never sport with pain in any of your amusements, nor treat even the meanest insect with wanton cruelty. If we knew how much the pleasures of this life deceive and betray their unhappy votaries, and reflected on the disappointments in pursuit, the dissatisfaction in enjoyment, or the uncertainty of possession, which everywhere attend them

we should cease to be enamoured of these brittle and transient joys, and should wisely fix our hearts on those virtuous attainments, which the world can neither give nor take away.

Correct the following errors:—

He railed against both you and I. Did I not warn you, and begged you to be prudent? They would neither attend themselves, nor suffered others to do so. The day is approaching and hastens upon us in which we must give an account of our stewardship. Scotland and thee did each in other live. Whether he buys, or sell, or exchanges, he discovers the same probity. If he understands his business and attend to it, he ought to succeed.

I am two years older than her. I would rather be a good scholar as a wealthy prince. He attended to no other pursuit but that of cultivating flowers. I am certain it was no other than the prince, than who none looks more commanding.

It will improve neither the mind or delight the imagination. He is in the habit both of writing sermons as well as plays. He is as good, if not better, than him. Neither the good or the bad are free from reverses. It is of no consequence whether he goes nor stays. I must be so plain to tell you that it is not the case. His sight has become so weak as he can see only-indistinctly.

THE INTERJECTION.

369. An Interjection is a word used independently. It has no grammatical connection with any part of the sentence in which it is found, and is not strictly a part of the sentence at all.

The boy, oh! where was he?

Alas! for the victims of the disaster.

In thus swiftly and emphatically giving utterance to an emotion, an interjection sometimes seems to compress into a syllable what might be, though with much less force, expressed in a sentence; as,

Oh, for the touch of a vanished hand!

How I wish I could feel again the touch, &c.

370. The interjection Oh or Ah is very frequently used with a *Nominative of address*; but when the pronoun of address is in the *first person*, the *objective* and not the *nominative* is used; as, Ah me! Oh thou! Oh ye!

PROMISCUOUS EXERCISES.

Errors to be corrected.

LXV.—These kind of pleasures relax the mind. He speaks as he was in a passion. The statements are so suspicious as that they require much attention. He made as wise proverbs as any one, him only excepted. I am the man who approves of salutary discipline, and who recommend it to others. Whosoever you send, I shall welcome. Do you know who I mean? The rain has been more universal this monsoon than last. She which relies only on her beauty shows great want of understanding. He is more bold and energetic, but not as wise and studious as his brother. The work was much better executed by his brother than he. He would not do it himself nor let me do it. The advancement of both were remarkable. Yesterday rained heavily; but to-day is clear and hot. Both him and me should comply to your request. Unless he applies more he will never be learned. If he was to come, it would afford us pleasure. Either honour or riches is sought. She and him are very unhappily connected.

This adjective, you see, we can't admit :

But changed to *worse*, will make it just and fit.

LXVI.—What the heart or the imagination dictate, flows readily. You will find the remark in the second or third pages. Professing regard and to act differently mark a base mind. The woman was speaking to the man, who so greatly excelled in her needlework. The army was ordered to embark with the utmost dispatch; few days after they landed, they came to an engagement with the enemy. He was not cut off by the sword, but there being no water, he died for thirst.

The fair sex, whose task is not to mingle in the affairs of public life, have its own part assigned it. This carriage is preferable and cheaper than the other. He has eaten no food nor drank no water this two days. I was afraid I would lose my money. Bashfulness and impudence ought to be equally avoided; this rendering us objects of pity, that of aversion. The motions of a vortex and a whirlwind is perfectly similar.

LXVII.—In proportion as either of these qualities predominate, the language is imperfect. Be honest, nor take no shape nor semblance of disguise. Unless he have more government of himself, he will always be discontented. We have applied to the collector, in addition to the judge's interest. To compile a dictionary seems, of all others, least practicable in a state of blindness. Of all the essays, mine has the fewer faults. It would have afforded me no pleasure, if I could perform it. I intend to live suitable with my situation. The king and the tyrant are of very different characters; the one rules his people by laws to which they consent; the other by his absolute will and power: this is called freedom, that tyranny. There is no incensed person so desperate, but he cannot provide a knife or pistol, if he be inclined to apply them. I shall be glad when I receive a parcel containing all of Thackeray's and Dickens' works.

LXVIII.—He is a Nero, who is another name for cruelty. He had a great taste of these studies; and therefore improved much with them. Richelieu profited of every circumstance. The objects of a divine and human legislator are very different. You seem to have a prejudice at me. Bad qualities sometimes are overruled remarkably to affect a good end. There are many more shining qualities in the mind, but none so useful as discretion. It is not calculated neither for his present comfort, or intended for his future happiness. From the character of those who you associate with, your own will be estimated. The child who we saw yesterday is judiciously managed. In tracing of his history, we discover little worthy of imitation. By domineering on all his subjects, he lost his kingdom. This was occasioned by swerving out of the path of duty. He went out a captain, but returned a general. The bellows is not good for nothing; there is a hole in its side. He speaks through his sleep. Upon this subject he thought otherwise from him. Power often prevails upon right.

LXIX.—It is an error to say that the aloe blooms but once every hundred year. He has shot fifteen braces in one day. Bread-and-butter are wholesome. He valued greatly the favour the queen had granted to him. The rice is high priced just now, and so is the fish. He and you can only succeed if you persevere. The friends and pursuits who please him most are not of service to his reputation. By such a temptation like that, many a youth has fallen. He spoke in a so affectionate manner that I could not but listen to him. Not few churches were burnt down in the fire of London, but more houses. The enemy does not regard such a force which we can bring into the field. Deceit is the meaner of any vice, and only can be cherished by a depraved mind. Lion and tiger, and such carnivorous animals, are more fiercer than the graminivorous. Such friend as has acted the part he did should be gratefully cherished. Dishonesty of Thessalians was proverbial. Few are wise enough to prefer useful reproof before teacherous praise.

LXX.—Who did you expect to have seen here? I was neither considering James nor John when I did it. I have neither gold or silver. I wish to lay down. A remarkable fine horse. As neither John or James are going, let you and I go. I saw the secretary and treasurer, and they examined my accounts. Of all other nations, England is the greatest. He told you and I that I will come. Whom do you suppose was going to go for it? There was no one but her in the room. Neither of these boys have learned to read quick. Every member of our families have been introduced to each other. The people in the room was divided into groups. I write a letter that I might have an answer. Neither you or me are invited. Whom was this meant for? They all perished for thirst. How much did his father send him to town with? He rode several driving a herd of oxen on horseback before him. I have no occasion of your services. He divided his property between his four sons. He plunged into and swum across the river. That remark is unworthy notice. A fleet of twenty gunboats were seen. The public is respectfully informed. My love and esteem for him remains unaltered.

ANALYSIS OF SENTENCES.

371. A Sentence is any number of words having a complete meaning; as, *The soul never dies.*

The words "From virtue to vice" do not form a sentence, because the sense is incomplete. But the words, "From virtue to vice, the progress is gradual," form a sentence, because they have a complete meaning.

The *breaking up* of a sentence into its parts to show how they are related to each other, is called its *Analysis*.

372. Every sentence consists of two parts—the Subject and the Predicate.

The Subject is the person or thing spoken of.

The Predicate is what is said about the subject.

Thus, in the sentence, "Rain falls," *rain* is the Subject, and *falls* the Predicate. The subject is the answer to the question made by putting *who* or *what* before the verb.

Sentences are of three kinds—Simple, Complex, and Compound.

I.—THE SIMPLE SENTENCE.

373. A Simple Sentence contains only one subject and one predicate; as, *Birds sing.*

A simple sentence contains only *one* finite verb. If a sentence contains more than one finite verb, it is either *complex* or *compound*.

A *finite* verb is one limited by number, person, &c. A participle or an infinitive mood must not be mistaken for a predicate. The former is to be treated as an *adjective*, the latter as a *noun*.

1. THE SUBJECT.

374. The Subject must be a noun or some word or words used in place of a noun:

(1) A Noun. *John* came. Where is *Henry*?

(2) A Pronoun. *He* came. *They* went away.

(3) An Adjective used as a Noun. *The virtuous* are happy.

(4) A Gerund or Verbal Noun. *Walking* is healthy.

(5) An Infinitive. *To lie* is mean.

(6) A Phrase. *Well begun* is half done.

In infinitive sentences the subject is often omitted; as, *Run*=run (you).

Nouns in the vocative are not the subject: Charles, may *John* come? Here *John* is the subject.

In some cases, *it*, *this*, and *that* are mere provisional subjects, the real subject coming afterwards; as, It is my ambition to succeed. The subject is *to succeed*.

Generally, however, except in interrogative sentences, the subject is placed *before* the predicate.

EXERCISE LXXI.

Point out the Subjects and Predicates in the following sentences :

Cæsar defeated Pompey. Sin leads to ruin. The rainy season follows the hot season. The earth is round. Painting is one of the Fine Arts. He gave me a penny. In 1066 A.D. William the Conqueror invaded England. The valley of the Ganges is very fertile. The righteous shall flourish as the palm tree. Blessed are the pure in heart. Day and night at the equator are of equal length. Glass is transparent. He ought to go home. The boy is learning English. To succeed, you must be diligent. To return good for evil is noble. Professing regard and acting differently, marks a base mind.

Adjuncts to the Subject.

375. As the subject must be either a noun or some word or words which can take the place of a noun, it follows that all its adjuncts must be either adjectives or words which can take the place of adjectives. All adjuncts to the subject of a sentence must be *attributive*.

In the sentence, Diligent scholars learn, we have—

<i>Simple Subject</i>	<i>Adjunct</i>	<i>Predicate</i>
Scholars	Diligent	Learn

376. Attributive adjuncts are of eight kinds, viz. :—

(1) An Adjective: *Good milk* is wholesome.

(2) A Noun or Pronoun in Apposition: William the Conqueror died. The king *himself* was there.

- (3) A Noun or Pronoun in the Possessive Case: *John's* book is lost; *her* dress is torn.
- (4) A Prepositional Phrase: The house *on the hill* was sold.
- (5) An Adjectival Phrase: A judge, *unjust in his conduct*, is despised.
- (6) A Participle or Participial Phrase: The men, *watching*, saw him; John, *having repeated* his lesson, went to his seat.
- (7) An Infinitive or Infinitive Phrase: The wisest course—to *leave*—did not occur to him.
- (8) A combination of two or more of the above: *Mary's* best dress is torn; *Charles' younger* brother, *being idle*, failed.

EXERCISE LXXII.

Point out the Subjects and the Attributive Adjuncts in the following sentences, and state the kind in each case:—

Wisdom's ways are pleasantness. Evil communications corrupt good manners. Denial of a fault doubles it. Every day in thy life is a leaf in thy history. A little wrong done to another is a great wrong done to ourselves. The sense of duty is a great gift. One hour to-day is worth two to-morrow. The effort to succeed will be crowned with success. All men think all men mortal but themselves. We forgive our friends their faults. The lightning struck him dead. Hope springs eternal in the human breast. The captain's child, six years of age, was drowned. To be happy without friends is impossible. Universal pity for the suffering was the motive of his life. No man with a proper sense of duty would neglect his parents. Knowledge acquired without effort is seldom of much value. Attempting to please everybody he pleased nobody. To jump out of bed at the first moment of waking is easy enough to some people. Having been censured for idleness, he resolved to do better.

THE PREDICATE.

377. The Predicate consists of the word or words by which something is stated concerning the subject. The predicate always contains a finite verb.

378. The simple predicate includes only the verb; as, The fire *burns*. The complete predicate includes the verb and all its adjuncts; as, The fire *burns brightly* in the frosty air.

Some intransitive verbs express in themselves a full meaning. Such are called *verbs of complete predication*; as, Birds *sing*.

Other intransitive verbs require some word or words to be added to make the meaning complete, and are therefore called verbs of *incomplete predication*. What is thus added to such verbs is called the **Complement**; as, Gold *is heavy*; The horse *seems strong*. The complement of an intransitive verb is always attributive to the subject, and is therefore called a **subjective complement**:

To be is the principal verb of the above class. Except when it denotes existence, as, God *is*, it always requires a complement. Other verbs of incomplete predication are *appear, seem, become, grow, live, look, &c.* Such verbs are sometimes called *copulative* (uniting), as they do not make complete sense of themselves.

Factitive verbs in the *passive voice* are also verbs of *incomplete predication*, and require a *subjective complement*; as, The prince was crowned *king*.

379. In sentences in which the verb is intransitive the predicate may consist of the following:—

- (1) A Verb alone: Rivers *flow*.
- (2) A Verb with a Noun or Pronoun: James *is a teacher*.
- (3) A Verb and Adjective: The boy *is idle*.
- (4) A Verb and an Adverb: My books *are here*.
- (5) A Verb and an Infinitive: He *came to learn*.
- (6) Verb and Participle: Henry *went running*.
- (7) A Verb and a Phrase: The house *is in excellent order*.

EXERCISE LXXIII.

Divide each of the following sentences into Subject and Predicate. Point out any Attributive Adjuncts to the subjects, and any Verbal Complements:—

The stars twinkle. He is in good health. It is I. The man was of great size. The way was long. To try is the way to succeed. A thing of beauty is a joy for ever. He is poor. Was he happy? The wily thief was caught at last. The rain ceased. The moon is shining brightly. John appears to be diligent. The timber is yonder. The poor widow came weeping. Rain seldom falls at Aden. The public library in Manchester seems to be the largest in the North of England. The river flowing down the mountain side looks like a silver thread. Through his untiring industry and devotion to study he became one of the most learned men of his day.

The Object, or Completion of the Predicate.

380. When the predicate verb is transitive, it has an Object; as, Wellington defeated *Napoleon*.

The Object is strictly a part of the predicate, since, with all its adjuncts, it belongs to the group of words by which some statement regarding the subject is made. But on account of its importance, it is treated as a separate part of a sentence.

The Object is a noun or some word or words used as equivalent to a noun.

381. The object in a simple sentence may be :

- (1) A Noun or Pronoun : Fishermen catch *fish* ; He shot *him*.
- (2) An Adjective used as a Noun : We should pity *the poor*.
- (3) A Gerund : Henry likes *reading*.
- (4) An Infinitive : Learn *to labour*.
- (5) A Phrase : He promised *to attend to the matter*.

382. The *object* may be enlarged, like the *subject* ; by

- (1) An Adjective : The hunter caught a *large* deer.
- (2) A Noun or Pronoun in apposition : I knew Henry, *your brother*.
- (3) A Noun or Pronoun in the possessive case : James lost John's books ; He sold *his* house.
- (4) A Participle : I heard you *talking*.
- (5) An Infinitive : He has a house *to let*.
- (6) A Participial Phrase : I saw him *running in the field*.
- (7) An Infinitive Phrase : The teacher told John the course *to be followed by him*.
- (8) A Prepositional Phrase : I saw the owner *of the field*.
- (9) A combination of the above : I found the boys *playing in a large field*.

383. Some transitive verbs take two objects. One relating to a thing is called the Direct Object; the other relating to a person is called the Indirect Object.

The indirect object may occur after verbs of *giving, promising, refusing, telling, &c.* ; as, His father gave *him* a book. This is sometimes called the *dative object*. It may, or may not, be preceded by the preposition *to*.

384. Verbs of *making, appointing, wishing, &c.* are called **Factive Verbs**. A factitive verb requires a com-

plement, which is sometimes called the **Factitive Object**. A factitive complement to a verb in the active voice is *objective*, to a verb in the passive voice *subjective*.

The factitive complement may be :

- (1) An *adjective* ; A word of praise makes him *happy*.
- (2) A *noun* ; They made him *king*.
- (3) A *participle* ; He kept me *waiting*.
- (4) An *infinitive* ; Fear made him *run*.
- (5) A *phrase* ; The news plunged him *into the deepest distress*.

EXERCISE LXXIV.

Name and describe the Objects in the following, and say of what each consists :—

We wished him much joy. The sailor taught him swimming. The fox paid the crow great attention. Cats love to lie basking in the sun. Through an Alpine village passed a youth. A soldier's death thou hast boldly died. I saw the boys playing at cricket. Leaves have their time to fall. We should try to help the sickly poor. They ate four ripe mangoes. The poor woman has no money to pay for her food. He praised him for his courage. There is a fine old tree in the garden. He taught me to speak English. I found him reading in the library. Give me an ounce of civet, good apothecary. He built a wall six feet high.

We ought carefully to avoid putting temptation in the way of others. He did not oppose his son's going to sea. Practice makes all things easy. He promised to send me a copy of his latest volume. I wish you good morning. Lord Roberts was appointed Commander-in-Chief of the army. Criminals are observed to grow more anxious as their trial approaches. He seems to have made a very foolish choice.

The Extension of the Predicate.

385. The Predicate is always a verb. It may be enlarged, extended, or modified by an adverb or any word or words equivalent to an adverb. Such extensions are called **Adverbial Adjuncts** to the predicate.

Adverbial Adjuncts to the Predicate may be :

- (1) An *Adverb* : The soldier died *bravely*.
- (2) An *Adverbial Phrase* : Charles studies *hard and then*.
- (3) A *Prepositional Phrase* : He will come *in an hour*.

- (4) An Adverbial Objective: They walked *three miles*.
- (5) A Gerundial Infinitive: I shall try *to follow*.
- (6) An Infinitive Phrase: Henry went *to bring some paper*.
- (7) A Participle: John came *running*.
- (8) A Participial Phrase: I saw him *standing at the door*.
- (9) An Absolute Phrase: *The clock having struck six*, we set out *to tell you the truth*, I think him dishonest.

386. The above classification is according to *Grammar*. They may also be arranged according to *distinction in thought*.

The following are examples :

- (1) Time: I studied there *three years*.
- (2) Place: I came *from London*.
- (3) Magnitude: He went *four miles*; It measured *three acres*.
- (4) Manner: He writes *well*.
- (5) Agent: The defendant was represented *by his solicitor*.
- (6) Instrument: He was slain *with the sword*.
- (7) Cause: He was dismissed *for idleness*.
- (8) Purpose: He went there *to gain a living*.

EXERCISE LXXV.

Point out the Adverbial Adjuncts in the following sentences and classify them grammatically:—

He was going to Cairo. His father died a year ago. He has a cottage by the sea. We arrived in time. They sailed along the coast. I could not speak for laughing. I knocked twice. We then marched forward. He struck with all his might. He built his house on a rising ground. He caught cold from not changing his damp clothes. How cleverly he talks! I have been a stranger in a strange land. They worked day and night. Having made these remarks, he sat down. He continued in his evil course for over a year. At that moment how vain did his promises seem! We are often deceived by false appearances. To-day the good news has filled the people with gladness. Sinful companions have enticed him from the path of virtue. He made his statement twice over without the least variation. In all my wanderings I have ever found the greatest happiness in the cottage of the peasant. After a little practice he will speak with greater ease. When summer comes the days are longer. If you will allow me I shall help you when I have finished my lesson. As the sun breaks through a dark cloud, so honour shines through the meanest dress.

ANALYSIS OF SIMPLE SENTENCES.

387. In the analysis of a sentence we break it up into its grammatical parts in such a way as to show the relation which these parts bear to each other. The essential parts of every sentence are: (1) a **Subject**, and (2) a **Predicate-Verb**. A simple sentence has only one subject and one predicate-verb. The subject, which must be a noun or noun-equivalent, may be enlarged by one or more **Attributive Adjuncts**. If the predicate-verb be intransitive it may stand alone, or it may have a **Subjective Complement**. If it be transitive and in the active voice it *must* have a **Direct Object**, and *may* have an **Indirect Object**, an **Objective Complement**, and one or more **Adverbial Adjuncts**. Like the subject, the object must be a noun or noun-equivalent, and may be enlarged by one or more **Attributive Adjuncts**.

388. In analysing a simple sentence proceed as follows:

(1) Set down the subject of the sentence. In imperative sentences this is often not expressed.

(2) Set down the **predicate-verb** of the sentence. This must be a finite verb, with number and person—not a participle or an infinitive.

(3) If the verb be transitive and in the active voice, set down the **direct object**, and, if there be one, the **indirect object**. If the verb be intransitive set down the complement, if there be one.

(4) Set down the **attributive adjuncts** to the subject.

(5) Set down the **attributive adjuncts** to the object.

(6) Set down the **adverbial adjuncts** to the predicate.

389. The following points should be carefully noted:—

Interrogative sentences should be treated as *assertive*; as, Where are you going? should be analysed as, You are going where?

The noun or pronoun in an absolute clause is not to be confounded with the subject of the sentence: The King having died, his son succeeded him.

Copulative verbs cannot alone form a predicate. The nouns or adjectives with them, which they connect with the subject, form part of the predicate; as, I *am* sorry (pred.).

The introductory particle *there* is reckoned with adverbial extensions.

390. Sentences may be analysed either in the **Detailed Form** or the **Tabular Form**. The former enables the sentence to be divided to any extent; the latter has the great advantage of clearness.

391. The following is an example of the Detailed Form :
 SENTENCE.—*The warlike Romans subdued the whole country with great rapidity.*

KIND OF SENTENCE.—Simple.

SUBJECT.—Romans.

ATTRIBUTIVE ADJUNCTS TO SUBJECT.—(1) The (2) warlike.

PREDICATE.—Subdued.

OBJECT.—Country.

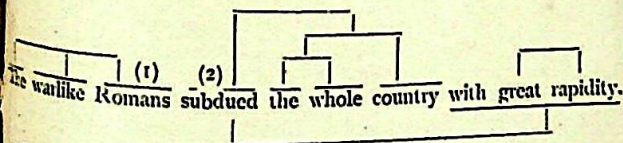
ATTRIBUTIVE ADJUNCTS TO OBJECT.—(1) The (2) whole.

ADVERBIAL ADJUNCTS TO PREDICATE.—With great rapidity.

392. The Tabular Analysis would be as follows :

SUBJECT.		PREDICATE.				
Subject-Noun.	Attributive Adjuncts	Finite Verb.	Complement.	Adverbial Adjuncts.	Object.	Attributive Adjuncts to Object.
Romans	(1) the (2) warlike	subdued		with great rapidity	country	(1) the (2) whole

393. Sometimes a simple graphic form is used, which shows very clearly the dependence of the various parts of a sentence. In this form the figure (1) is used to mark the subject, (2) to mark the predicate verb, and the relation of part to part is indicated by lines; those showing an adverbial relation being placed below the words. Thus:—



One or two other examples may be given of the analysis of simple sentences.

SENTENCE	SUBJECT		PREDICATE				
	Noun or Equivalent	Attributive Adjuncts	Finite Verb	Complement	Adverbial Adjuncts	Object	Attributive Adjuncts to Object
John gave James a book yesterday.	John		gave	James (Ind. Obj.)	yesterday	book	a
It would be very wrong for you to do so.	(It) in apposition to "to do so."		would be	very wrong	for you		
A visit to the British Museum will soon prove to any one of us our vast ignorance.	visit	(1) a (2) to the British Museum.	will prove		(1) soon (2) to any one of us.	ignorance	(1) our (2) vast.
The horse, terrified by the lightning, ran away at full speed.	horse	(1) The (2) terrified by the lightning.	ran		(1) away (2) at full speed.		
The brave soldiers defended their post to the last.	soldiers	(1) The (2) brave	defended		to the last	post	their
Imperial Caesar, dead and turned to clay, might stop a hole to keep the wind away."	Cæsar	(1) Imperial (2) dead (3) turned to clay.	might stop		to keep the wind away.	hole	a
At a small distance from the house my predecessor had made a seat overshadowed by a hedge of hawthorn and honeysuckle."	Predecessor	my.	had made		at a small distance from the house	seat	(1) a (2) overshadowed by a hedge of hawthorn and honeysuckle.

EXERCISE LXXVI.

Analyse the following sentences :—

The battle of Marathon secured the liberty of Greece. A wise son maketh a glad father. Ambition often puts men upon performing the meanest offices. The good alone are happy. An hour like this may well display the emptiness of human grandeur. A desire to excel will stimulate to exertion. I did give the fellow a trifle. Tall oaks from acorns grow. Solomon, the son of David, built the splendid temple at Jerusalem. Pride, that never-failing vice of fools, is not easily defined. To create creatures liable to wants, is to render them susceptible of enjoyment. By a wise provision of Providence, the inferior animals have not the gift of speech. The complaints of the old man excited the indignation of the bystanders. The blow did the Saracen but very little injury. Then shook the hills by thunder riven.

The dog was named "Jack" by my little daughter. Wearied with our long fast, we determined to risk the descent. To climb the higher peaks is at any time a dangerous thing. To have to work hard for his daily bread is no disgrace to any man. All but he had gone. I asked him his business quietly. During the early part of the day, dark clouds rose above the horizon. London, the capital of the British Empire, and the largest city in the world, is situated on the Thames, a river in England. A refined mind loves to contemplate the works of Nature. Hope, the balm of life, soothes us under every misfortune.

All silently the little moon
Drops down behind the sky.

Him the Almighty Power
Hurled headlong flaming from the ethereal sky,
With hideous ruin and combustion, down
To bottomless perdition.

Night, sable goddess! from her ebon throne,
In rayless majesty now stretches forth
Her leaden sceptre o'er a slumbering world.

To seek thee did I often rove
Through woods and on the green.

Full many a gem of purest ray serene
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

From the ale-house and the inn,
Opening on the narrow street,
Came the loud convivial din,
Singing, and applause of feet.

Silently, one by one, in the faint October days of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.

II. THE COMPLEX SENTENCE.

394. A COMPLEX SENTENCE consists of a Principal Sentence with one or more Dependent or Subordinate Sentences; as, I shall see you *before you leave*; I am very anxious *that he should pass*; Henry, *whom I met yesterday*, said *that his brother, who left home last month, had just returned*.

The parts in *italics* are the subordinate sentences. Each sentence makes a complete sense; but the *full meaning* of a subordinate sentence is not felt till it is joined to the principal sentence. A subordinate sentence is generally called a Clause.

395. Subordinate Sentences or Clauses are of three kinds: *Noun, Adjective, and Adverbial Clauses*.

396. A Noun Clause is one which does the work of a noun. A noun clause—

(1) May form the Subject; as, *Who broke the glass* cannot be ascertained.

(2) May form the Object; as, He said *that you were wrong*.

(3) May be in apposition to some other noun or pronoun: as, The hope *that he will be pardoned* is now abandoned.

(4) May be the Complement of a verb: as, His belief was *that Henry would succeed*.

(5) May be under the government of a preposition: as, He sold his horse for *what he gave for it*.

397. Noun clauses are joined to the principal sentence by conjunctions, relative pronouns, or interrogatives; as, *that, who, what, where, when, how, &c.* *That* is often omitted before an objective clause: I know *(that)* he is right.

398. An Adjective Clause does the work of an adjective. It may—

(1) Qualify the Subject: He is a man *who is wise*.

(2) Qualify the Object: They ate all the fruit *which we had gathered*.

(3) Form part of the Complement of the verb: Charles is a boy *whom you taught*.

(4) Form part of an Adverbial Adjunct to the verb: The captain went into the ship *which sailed away*.

An **Adjective Clause** can only be introduced by a relative pronoun or a relative adverb. When the relative pronoun is in the objective case it is often omitted; as, Is that the boy (*whom*) you saw?

399. An **Adverbial Clause** is one which has the power of an adverb.

It may be attached to—

(1) The **Subject**: To study *when we are unwell* is trying.

(2) The **Object**: He likes to play *when school is over*.

(3) The **Predicate**: I come *when I can*.

(4) A **Participial Clause**: Having finished my work *before he came*, I could leave at once.

Adverbial Clauses are introduced by relative and interrogative adverbs.

400. Two or more subordinate clauses may depend on the same principal sentence; as, The carpenter *whom I paid to-day* can go home *when he likes*.

401. Sometimes one subordinate clause is contained within another; as, He said he would come back *when he had finished the work*.

402. When some portion of a subordinate clause is *left out*, the sentence is termed *elliptical*; He is stronger than I (am strong).

ANALYSIS OF COMPLEX SENTENCES.

403. In analysing complex sentences observe the following rules:—

(1) Find out first the *principal sentence*.

(2) Ascertain the *dependent clauses*. To find them look out the

relative verbs; each of them means that a clause is introduced by a relative pronoun or a relative adverb.

Apply it to the following sentences:—

II. THE COMPLEX SENTENCE.

394. A COMPLEX SENTENCE consists of a Principal Sentence with one or more Dependent or Subordinate Sentences; as, I shall see you *before you leave*; I am very anxious *that he should pass*; Henry, *whom I met yesterday*, said *that his brother, who left home last month, had just returned*.

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(5) May be under the government of a preposition: as, He sold his horse for *what he gave for it*.

397. Noun clauses are joined to the principal sentence by conjunctions, relative pronouns, or interrogatives; as, *that, who, what, where, when, how, &c.* *That* is often omitted before an objective clause: I know *(that)* he is right.

398. An Adjective Clause does the work of an adjective. It may—

(1) Qualify the Subject: He *who restrains his anger* is wise.

(2) Qualify the Object: They ate all the fruit *which we had gathered*.

(3) Form part of the Complement of the verb: Charles is a boy *whom you taught*.

(4) Form part of an Adverbial Adjunct to the verb: The captain went into the ship *which sailed away*.

An **Adjective Clause** can only be introduced by a relative pronoun or a relative adverb. When the relative pronoun is in the objective case it is often omitted; as, Is that the boy (*whom*) you saw?

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402. When some portion of a subordinate clause is *left out*, the sentence is termed *elliptical*; He is stronger than I (am strong).

ANALYSIS OF COMPLEX SENTENCES.

403. In analysing complex sentences observe the following rules:—

(1) Find out first the *principal sentence*.

(2) Ascertain the *dependent clauses*. To find them look out the finite verbs; each of them means a clause. If a finite verb is understood,

(3) Under the head, "Sentences and Clauses," write out the sentences or clauses in the order of prose. If they are long, give the first and last words, marking the omission by asterisks.

(4) Find those clauses, if any, which attach themselves to the *subject* of the principal sentence.

(5) Find those clauses, if any, that belong to the object of the principal sentence, or to any other noun or pronoun in it.

(6) Look for the clauses that are attached to the predicate of the principal sentence.

(7) Classify the clauses according to the *function* they discharge. Does a clause stand for a noun? Does it qualify a noun? Does it limit a verb?

(8) Pick out the connective word by which any one clause is joined to another. If understood, supply it. *What*, equal to *that which*, enters both into the principal sentence and the adjective clause.

404. It should be noted that the grammatical function of a clause is not in the least indicated by the connective word which introduces it. Either a noun clause or an adjective clause may be introduced by a relative pronoun or adverb; as:

I have not heard *who he is* (noun).

The thief, *who was a servant*, is caught (adj.).

I do not know *where he has gone* (noun).

The place *where it happened* is unknown (adj.).

405. The tabular form is generally preferable in the analysis of complex sentences. On the next two pages a complete analysis of the following sentences is given in tabular form:—

(1) To be content with what is sufficient is the greatest riches, for he who increases his riches increases his cares.

(2) That man is worthless who knows how to receive a favour, but not how to return one.

(3) General Washington, who beheld all day with unspeakable anguish the useless slaughter of his brave troops, skilfully withdrew his army, which was dispirited by defeat, from Long Island to New York by night, under cover of a dense fog.

(4) This celebrated city, which contains many interesting objects, and is frequented by numerous pilgrims from all parts of India, some of whom bring valuable offerings, lies on the northern bank of the Ganges.

SENTENCES and CLAUSES	Kind of Clause	Con- nective Word	SUBJECT		PREDICATE					
			Subject proper	Attributive Adjuncts	Verb	Com- plement	Adverbial Adjuncts	Object	Attributive Adjunct to Object	
(1) To be content with what is sufficient is the greatest riches.	Principal		To be con- tent with what is suffi- cient (inf. noun clause)		is	the greatest riches				
(2) What (=that which) is sufficient.	Adj. clause to that, obj. after with in (1)	(which)	(which)		is	suffi- cient				
(3) He who increases his riches increases his care.	Adverbial clause to verb in (1)	for	he	who increases his riches	in- creases				cares	his
(4) Who increases his riches	Adj. clause to subject of (3)	who	who		in- creases				riches	his
(1) That man is worth- less	Principal		man	(1) that (2) who knows— return one	is	worth- less				
(2) Who knows how to receive a favour.	Adj. to subject in (1)	who	who		knows				how to receive a favour	
(3) (Who knows) not how to return one.	Co-ordinate with (2) and Adver- sative adj. to subject of (1)	(who)	(who)		(knows)			not	how to return one	

SENTENCES and CLAUSES	Kind of Clause	Con- nective word	SUBJECT		PREDICATE					
			Subject proper	Attributive Adjuncts	Verb	Com- plement	Adverbial Adjuncts	Object	Attributive Adjuncts to Object	
(1) General Washington skilfully withdrew his army from Long Island to New York at night, under cover of a dense fog.	Principal		General Washington			with- drew		(1) skilfully (2) from Long Island to New York (3) at night, (4) under cover of a dense fog	army	his
(2) Who beheld all day, with unspeakable anguish, the useless slaughter of his brave troops,	Adjective clause to subject of (1)	who	who			beheld		(1) all day, (2) with un- speakable anguish	laughter	(1) the (2) useless (3) of his brave troops
(3) which was dispirited by defeat.	Adjective clause to object of (1)	which	which			was	dis- pirited	by defeat (adv. to complement)		
(1) This celebrated city lies on the northern bank of the Ganges,	Principal		city	(1) this (2) celebrated		lies		on the northern bank of the Ganges		
(2) which contains many interesting objects,	Adjective clause to subject of (1)	which	which			contains			objects	(1) many (2) in- teresting
(3) and is frequented by numerous pilgrims from all parts of India,	Adjective clause to subject of (1) co-ordinate with (2)	and	(which)			is	frequented	by numerous pilgrims from all parts of India (adv. to complement)		
(4) Some of whom bring valuable offerings.	Adj. clause to 'pilgrims' in (3)	of whom	some			bring			offerings	valuable

EXERCISE LXXVII.

Analyse the following complex sentences :—

Uneasy lies the head that wears a crown.

The severity of this remark I bore patiently, because I knew that it was just.

Sir Isaac Newton was the first who showed that every ray of light from the sun consists of different colours.

Having visited the house where my grandfather was born, we went round the town, whilst my father called upon his lawyer.

When he was born, who brought him up, how he lived, and whither he went after he was lost sight of, we are not told.

As I was going out with that resolution, I was met at the door by the captain of a ship with whom I had formerly some little acquaintance, and he agreed to be my companion.

It was so hot in the valley that we could not endure the garments which we had found too thin when we were higher up among the mists.

Considering that the subject upon which he is engaged is quite new, he has really made great progress.

It is interesting to notice how some minds seem almost to create themselves, springing up under every disadvantage, and working their solitary but irresistible way through a thousand obstacles.

The part of the mill she liked best was the topmost storey, where were the great heaps of grain, which she could sit on and slide down continually.

Alas ! the meanest herb that scents the gale,
The lowliest flower that blossoms in the vale,
Even when it dies, at spring's sweet call renews
To second life its odours and its hues.

No flocks that range the valley, free,
To slaughter I condemn ;
Taught by that power that pities me,
I learn to pity them.

And what delights can equal those
That stir the spirit's inward deeps,
When one that loves and knows not, reaps
A truth from one that loves and knows.

See some strange comfort every state attend,
And pride, bestowed on all, a common friend ;
See some fit passion every age supply ;
Hope travels through, nor quits us when we die.

Let all the ends thou aims't at be thy country's,
Thy God's and Truth's.

Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.

III. THE COMPOUND SENTENCE.

406. A COMPOUND SENTENCE consists of two or more simple or complex sentences joined together by a conjunction or relative pronoun ; as, My house was sold, *and* I left the country ; This is the book *which* I lost.

407. Each part of a compound sentence is in itself a *complete grammatical whole*. There is no interdependence, the two or more parts being *co-ordinate principal clauses*. In the majority of cases they could equally well be separate sentences, but being related in thought they are thrown together and united by a co-ordinative conjunction or a continuative relative.

408. Compound sentences may be divided into the following classes :—Cumulative, Adversative, Illative, and Alternative.

409. In a cumulative sentence one clause is simply added to another ; as, He rode *and* I walked.

The conjunctions most frequent in cumulative sentences are : *and, also, as well as, besides, likewise, moreover, &c.*

Sometimes the conjunctions are omitted, and the co-ordinate sentences are separated by commas or semicolons ; as, I came, I saw, I conquered. Such sentences are sometimes said to be *collateral*, or placed *side by side*.

410. In an adversative sentence one clause is opposed to another ; as, He could read, *but* he could not write.

The chief adversative conjunctions are : *but, yet, still, however, nevertheless, on the other hand, notwithstanding.*

411. In an illative sentence one clause expresses the cause, and the other the effect of that cause ; as, It rained heavily ; *therefore* we went indoors.

The chief illative conjunctions are : *therefore, wherefore, consequently, hence, accordingly, for, since, inasmuch as.*

412. In an alternative sentence one statement or the other is to be taken ; as, Win this fight *or* die.

The conjunctions are: *either—or, or, else, otherwise*. Where both statements are denied, *neither—nor* are used.

413. Contracted Sentences are those in which the repetition of subject or predicate is avoided by the use of a conjunction; as, I gave money and (I gave) clothing; Either you (must pay) or I must pay.

Sometimes two or more nouns are the *conjoint subject*; as, John and James are cousins. This is not a contracted sentence.

ANALYSIS OF COMPOUND SENTENCES.

414. Compound Sentences are analysed as simple sentences, with the connecting link pointed out. If the subject, object, or verb in any of the clauses be understood it must be supplied. Thus "either you or I must attend to this matter" should be analysed by first separating the clauses, "You must attend to this matter," "I must attend to this matter." Connective, *either—or*.

415. Parenthetical sentences are independent of the constructions in which they occur.

Parenthetical sentences are those put in among others complete without them; as, The steamer left Bombay on the 8th inst., and, alas for all who were on board! went down in mid-ocean four days later.

416. Sentences may be partly compound and partly complex; and a mixed sentence of this kind may be joined to another mixed sentence by some co-ordinative conjunction. But the same principles of analysis apply to all.

417. The following sentences are analysed in tabular form:—

- (1) "Be good, sweet maid, and let who will be clever,
 Do noble deeds, not dream them all day long;
 And so make life, death, and that vast forever,
 One grand, sweet song."

"Each separate star
 Seems nothing, but a myriad scattered stars
 Break up the night, and make it beautiful"

CLAUSES	Kind of Clause	Con- nective Word	SUBJECT		PREDICATE				
			Subject proper	Attributive Adjuncts	Verb	Com- plement	Adverbial Adjuncts	Object	Attributive Adjuncts to Object
(1) Be good, sweet maid.	Co-ordinate with (2) (3) (4) and (5)		'thou' in appo- sition with 'Sweet maid'	.	be	good			
(2) Let (them) be clever.	Co-ordinate with (1) (3) (4) & (5)	and	thou		let	be clever		them	
(3) Do (thou) noble deeds.	Co-ordinate with (1) (2) (4) & (5)		thou		do			deeds	noble
(4) Do not dream them all day long.	Co-ordinate with (1) (2) (3) & (5)		thou		do dream		(1) not (2) all day long	them	
(5) And so make life, death, and thine vast forever one grand sweet song.	Co-ordinate with (1) (2) (3) and (4)	and	thou		make	one grand sweet song	so	(1) life (2) death (3) for- ever	(1) that adj. to (3) (2) vast adj. to (3)
(6) Who will (be clever).	Adjectival to object of (2)		who		will	be clever			
(1) Each separate star seems nothing	Co-ordinate with (2) and (3)		star	(1) each (2) separate	seems	nothing			
(2) A myriad scat- tered stars break up the night.	Co-ordinate with (1) and (3)	but	stars	(1) a myriad (2) scattered	break up			night	the
(3) A myriad scat- tered stars make it beautiful.	Co-ordinate with (1) and (2)	and	stars	(1) a myriad (2) scattered	make	beau- tiful		it	

EXERCISE LXXVIII.

Analyse the following Compound Sentences :—

Neither a borrower nor a lender be ;
For loan oft loses both itself and friend.

He will act honourably in this matter, or I shall be greatly disappointed.

Can honour's voice provoke the silent dust,
Or flattery soothe the dull cold ear of death ?

The dying king begged to be attended by his confessor, but she denied him even this comfort.

The vine still clings to the mouldering wall,
But at every gust the dead leaves fall.

The faculty of imagination is the great spring of human activity, and the principal source of human improvement.

Our deeds shall travel with us from afar,
And what we have been makes us what we are.

The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea ;
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me."

After a sharp quarrel over this question, Labourdonnais, whose fleet was scattered by a tremendous storm, sailed back with the surviving ships to the Mauritius, leaving the French in temporary possession of Madras, under an agreement that if the ransom were paid it should be restored to the English within three months.

The chief outcome of this sharp wrestle between the two Companies at close quarters on a narrow strip of sea-coast, was a notable augmentation of the French prestige in India, and great encouragement to Dupleix in his project of employing his troops as irresistible auxiliaries to any native prince whose cause he might choose to adopt.

Oh blindness to the future ! kindly given,
That each may fill the circle marked by heaven,
Who sees with equal eye, as God of all,
A hero perish, or a sparrow fall,
Atoms and systems into ruin hurled,
And now a bubble burst, and now a world.

The soul of music slumbers in the shell,
Till waked and kindled by the master's spell ;
And feeling hearts, touch them but rightly, pour
A thousand melodies unbidden before

WORD-BUILDING.

418. A word in its simplest form is called a **Root**; as, *man*, *good*, *see*. It is also called a **Primitive**, or first word.

The proper *root* may be different from the simplest form of the word now in use. *Tal*, number, is the root of *tale*, *tell*, *talk*. The stem is the root with some change. Love (=lov + e) is the stem of *lov*. It is to the stem that all inflections are added. Thus to *lov* we add *d* for the past tense.

419. From the simple or primitive words, called roots, we form other words, chiefly in two ways:

1. *By adding to the word another word*; as, black-board, ink-stand, door-way, hand-writing, &c. Words so formed are called **Compound Words**.

2. *By changes in a word*.

These may be of two kinds:

(1) *A change may be made in the root*; as, *strike*, *stroke*; *bind*, *bond*; *food*, *feed*.

(2) *By adding some letter or letters either at the beginning or end of a word*; as, *like*, *unlike*; *ever*, *never*; *man*, *manly*; *good*, *goodness*.

The letters placed *before* are called **Prefixes**¹; those placed *after* are called **Suffixes**,² or **Affixes**.³

Words formed from other words are called **Derivatives**.

Derivative means *drawn from*; like a channel from a river.

420. Words formed by changes in the root are called **Primary derivatives**; those formed by means of prefixes or suffixes are called **Secondary derivatives**.

FORMATION OF COMPOUND WORDS.

421. **Compound Nouns** may consist of:—

(1) **Two Nouns** placed side by side:

Railway, teaspoon, cowherd, housetop, rosebud, bloodhound, lapallog, eyelid.

¹ *Pre*, means *before*; *an*, *ward*, *Math* Collection. Digitized by eGangotri
² *Suf*, *fix*, means *under*, *after*. ³ *Ad*, *af*, means *to*.

Many compound nouns are formed in this way. Usually the first word qualifies the second. When the connection between the two is very close, they are written as one word. When such is not the case, they are separated by the mark -, called a hyphen; as, dog-cart, foot-race, finger-post.

(2) A Noun followed by a Verbal Noun in -er (denoting *agent*) or -ing (denoting *process*).

Shoemaker, bricklayer, lamplighter, penwiper, enginedriver, soothsayer, taxgatherer, &c. Shoemaking, bricklaying, lamplighting, penwiping, enginedriving, soothsaying, taxgathering, &c.

(3) A Noun preceded by an Adjective :

Nobleman, blackbird, freeman, redbreast, greenhouse, quicksilver, highland, sixpence, goodwill, Roundhead, stronghold, sweetheart, madman, quicksand, &c.

(4) A Noun preceded by a Verb :

Pickpocket, telltale, turncoat, grindstone, stopgap, spendthrift, catchpenny, breakfast, wagtail, cutthroat, skinslint, turnkey, makeshift, breakwater, pastime, &c.

In these cases the verbal part is transitive, and usually governs the noun.

A noun preceded by a gerund may be included under this head : looking-glass, bathing-place, writing-desk, walking-stick, spelling-book.

(5) A Noun preceded by an Adverb or Preposition :

Bypath, forethought, undergrowth, inside, outside, overcharge, afternoon, onlooker.

(6) By the union of other parts of speech :

Outlay, runaway, drawback, income, hearsay, onset, go-between, farewell, welfare.

422. Compound Adjectives may consist of—

(1) Noun and Adjective :

Sky-blue, blood-red, sea-green, snow-white, nut-brown, ice-cold, blood-heat, purse-proud, breast-high, way-weary, blood-thirsty.

(2) Adjective and Adjective :

Blue-black, red-hot, dead-white, waddy-wise.

(3) Noun and Participle :

Heart-rending, spirit-stirring, time-serving, sea-faring, house-keeping,
moth-eaten, earth-born, tempest-tossed, way-laid,

(4) Verb and Adverb :

Underdone, outspoken, over-fed, ill-pleased, well-bred, thorough-bred.

423. Compound Verbs may consist of—**(1) Noun and Verb :**

Backbite, browbeat, waylay, henpeck, hoodwink.

(2) Adjective and Verb :

Whitewash, fulfil, rough-hew.

(3) Adverb and Verb :

Foretell, outbid, overthrow, cross-question, outdo.

424. Compound Adverbs may consist of—**(1) Noun and Noun :**

Lengthways, endways.

(2) Noun and Adjective :

Head-foremost, breast-high, meanwhile, always, sometimes, otherwise.

(3) Noun and Preposition :

Upstairs, indoors, above-board, outside.

(4) Adjective and Adverb :

Somewhere, everywhere, somehow.

(5) Adverb and Adverb :

Henceforward, thereabout.

(6) Adverb and Preposition :

Hereafter, thereon, whereupon, forthwith, thereby.

425. Compound Prepositions are chiefly composed of a preposition and a noun, or two prepositions; as, outside, inside, throughout, within, without, into, upon.

426. Compound Conjunctions are almost always due to the union of an adverb with some other word, most commonly either another adverb or a preposition; as, nevertheless, whereat, whereby, however, moreover, otherwise and likewise.

PRIMARY DERIVATIVES.

427. Primary Derivatives are formed by making some change in the body of the root.

Nouns.

428. (1) Nouns have been formed from Verbs by changing the root vowel :—

Drive, drove ; bless, bliss ; sing, song ; strike, stroke.

(2) A change is sometimes made in the final consonant sound :—

Speak, speech ; prove, proof ; advise, advice ; live, life ; dig, ditch ; practise, practice.

(3) In some cases both sounds, vowel and consonant, are changed :—

Choose, choice ; lose, loss ; live, life ; clothe, cloth.

Adjectives.

429. Adjectives are formed by changing the vowel or the final consonant of the root :—

Heat, hot ; fill, full ; pride, proud ; milk, milch.

Verbs.

430. (1) Verbs are formed from Nouns by changing the vowel sound :—

Blood, bleed ; knot, knit ; gold, gild ; food, feed ; bond, bind.

(2) By a change in the final consonant sound :—

Price, prize ; thief, thieve ; half, halve ; sooth, soothe.

(3) By a change in both sounds :—

Bath, bathe ; breath, breathe ; glass, glaze.

431. By the above changes some intransitive verbs receive a transitive or causal sense :—

<i>Intrans.</i>	<i>Trans.</i>	<i>Intrans.</i>	<i>Trans.</i>
Fall	fell	Rise	raise
Drink	drench	Lie	lay
Droop	drop	Sit	set
Stoop	stop	Cling	clench

SECONDARY DERIVATIVES.

432. Secondary Derivatives are formed from primary words by adding letters either at the beginning or end of words, called Prefixes or Suffixes.

Prefixes and Suffixes, like the words themselves, are of three classes—of English, Latin, or Greek origin.

433. ENGLISH PREFIXES.

A has several meanings. The following are some of the principal :—

(1) As a corrupted form of *on* it is prefixed to nouns and adjectives ; as, *abed, afoot, ashore, asleep*.

(2) When prefixed to certain words it means *off, up, from* ; as, *awake, arise, alight, afar*.

(3) An intensive force ; as, *ahungered, aweary, athirst, abide*.
After, *following* ; as, *afternoon, afterthought*.

All, *all* : *Almighty, almost, alone*.

At, *at* ; *atone*.

Be, corrupted from *by*, has several meanings :—

(1) It changes nouns and adjectives into transitive verbs ; as, *befriend, becalm, beguile*. In *behead* it has a privative force.

(2) It turns some intransitive verbs into transitive ; as, *bemoan, bespeak, besall*.

(3) It intensifies the force of transitive verbs ; as, *bedaub, besmear, beseech, besprinkle*.

(4) Prefixed to nouns, and adjectives, it forms adverbs, prepositions, and conjunctions ; as, *beside, beyond, between, betwixt, because, &c.*

Em, or en, *to make, to give* ; as, *endear, enslave, empower*.

For, *through, thorough* ; as, *forget, forgive*. In *forbid*, it has a negative sense.

Fore, *before* ; as, *foresee, foresight, foremost*.

Gain, *against* ; as, *gainsay*.

In, *in* ; as, *income, inborn, into*.

Mis (shortened from *miss*), *wrong* ; as, *mistake, mislead, mistrust*.

N (shortened from *no*), *not* ; as, *none, neither, never*.

Off, *away* ; *offshoot, offspring, offscouring*.

On, *on* ; as, *onlooker, onset*.

Out, *beyond* ; as, *out-bid, out-do, out-grow, out-live*.

Over, *above, too much* ; as, *overflow, overhang, overcharge*.

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To, *the* or *this* ; as, *to-day*, *to-night*, *to-morrow*.

Un has three meanings :—

(1) *not* ; as, *unclean*, *unkind*, *untruth*, *unrest*.

(2) *back* ; as, *untie*, *undo*,. In *unloose* it is only intensive.
Nouns to which it is prefixed are changed into verbs ;
as, *unman*, *unhorse*, *unearth*.

(3) *on* ; as, *unto*, *until*.

Under, *beneath*, *below* ; as, *undersell*, *underground*.

Up, *upward* ; as, *uplift*.

With, *back*, *against* ; as, *withhold*, *withstand*.

ENGLISH SUFFIXES.

Noun Suffixes.

434. Denoting *agent* or *doer*.

-ar, *beggar*, *liar*.

-ard, *coward*, *drunkard*, *sluggard*, *wizard*.

-art, *braggart*.

-eer, *auctioneer*, *mutineer*.

-er, *baker*, *builder*, *rider*, *weaver*.

-ier, *cashier*, *clothier*, *courtier*.

-or, *sailor*, *tailor*.

-ster, *songster*, *spinster*, *youngster*, *gamester*.

-yer, *lawyer*, *sawyer*.

435. Denoting *state* or *being*.

-age, *anchorage*, *bondage*, *homage*, *herbage*.

-dom, *kingdom*, *freedom*, *serfdom*, *earldom*.

-hood, *childhood*, *brotherhood*, *knighthood*.

-ing, *reading*, *writing*, *blessing*.

-ness, *darkness*, *whiteness*, *goodness*.

-red, *hatred*, *kindred*.

-ric, *dominion* ; *bishopric*.

-ry, *finery*, *peasantry*, *Jewry*.

-ship, *friendship*, *hardship*, *lordship*, *fellowship*.

-t, *gift*, *clef*, *draught*.

-ter, *laughter*, *slaughter*.

-th, *growth*, *health*, *length*, *truth*.

-y, *beggary*, *slavery*.

436. Denoting *smallness* or *diminution*.

-el, *satchel*.

-en, *chicken*, *kitten*, *maiden*.

- et, floweret, lancet, violet, pocket.
- ie, doggie, lassie, laddie.
- kin, lambkin, manikin, napkin, pipkin.
- let, booklet, leaflet, streamlet.
- ling, duckling, gosling, darling, foundling.
- ock, bullock, hillock.
- y, daddy, deary, baby, Johnny.

437. Adjective Suffixes.

- ed (added to nouns, like *ed* in the past participle of verbs),
booted, gifted, feathered, scented, coloured, rooted.
- en, made of; earthen, golden, leaden, silken, wooden.
Golden hair means only hair of the colour of gold. We say a gold chain for one made of gold.
- ern, region, quarter; eastern, northern, southern, &c.
- fold, denoting multiplication; twofold, manifold.
- ful, full; fruitful, hopeful, truthful, deceitful.
- ish, (1) added to nouns, changes them into adjectives; boyish, childish, foolish, slavish.
(2) added to adjectives, weakens their force; blackish, whitish, sweetish.
(3) denoting nationality; British, English, Spanish, Turkish.
- less, wanting; heedless, houseless, lawless, senseless.
- ly, like; kingly, manly, heavenly, cleanly.
- some, partaking of a certain quality; troublesome, handsome, gladsome, wholesome, meddlesome.
- teen, ten; thirteen, fourteen.
- ty, tens; twenty, fifty, &c.
- ward, direction; homeward, landward, toward.
- y, of the nature of, when added to nouns; hairy, rocky, healthy, wealthy.

438. Verb Suffixes.

- en, to make; darken, thicken, lengthen, strengthen.
- er, frequentative¹; chatter, patter (pat), batter (beat), flutter (flit), glimmer (gleam).
After adjectives -er is causative; linger (long), lower, hinder.
- le, frequentative; dabble, prattle, handle, sparkle.
- k, frequentative; hark (hear), talk (tell).
- se, to make; cleanse, rinse.
- y, to make; sully, weary.

439. Adverbial Suffixes.

- re, *place where* ; here, there, where.
 -es, -se, -ce, -s (sign of the possessive), unawares, sometimes, besides, else, hence, thence, needs, sideways, lengthways, once.
 -ly, *like* ; badly, goodly, purely, sweetly.
 -ling, -long, *direction* ; darkling, headlong, sidelong.
 -om (Old English dative termination) ; seldom, whilom.
 -ther, *direction towards* ; hither, thither.
 -ward, -wards, *direction* ; homeward, downwards, inwards.
 -way, -ways, always, straightway, anyway.
 -wise, anywise, otherwise.

FORMATION OF DERIVATIVES.

NOUN DERIVATIVES.

440. Nouns are derived from other Nouns.

(1) *By means of prefixes* :—

After—aftercrop, afternoon, afterpiece.

By —bylaw, byroad, bystander.

Fore—foreman, forenoon, forerunner.

In —income, inroad, insight.

Mis —mistake, misdeed, mishap.

Out —outhouse, outlaw, outlook.

Up —upland, upshot, upstart.

Most words of this class come under the head of Compound Nouns.

(2) *By means of suffixes* :—(a) Those denoting the *agent* or *doer* :

Beggar, drunkard, auctioneer, gardener, courtier, tailor, songster, lawyer.

(b) Those denoting *state* or *being*.

Anchorage, childhood, reading, peasantry, friendship, beggary.

(c) *Diminutives* :

Satchel, chicken, floweret, lambkin, booklet, duckling, hillock, lassie, doggie.

441. Nouns are derived from Adjectives.

By means of suffixes :—

Youngster, drunkard, freedom, darkness, goodness, falsehood, finery, truth, strength, warmth.

442. Nouns are derived from Verbs.

By means of suffixes:—

(a) Those denoting the *agent* or *doer* :

Beggar, speaker, braggart, sailor, spinster.

(b) Those denoting *state* or *being* :

Hatred, laughter, flight (fly) death (die) deed (do),
health (heal).

ADJECTIVE DERIVATIVES.

443. Adjectives are derived from Nouns.

By means of suffixes:—

Ragged, earthen, fruitful, foolish, childish, leathern,
houseless, lawless, kingly, warlike, seaward, healthy, stormy.

444. Adjectives are derived from other Adjectives.

(1) *By means of prefixes:—*

Unclean, unkind, untrue.

(2) *By means of suffixes:—*

Greenish, weakly, gladsome, wearisome, tenfold, sixteen,
sixty.

445. Adjectives are derived from Verbs.

By means of suffixes:—

Painted, married, trodden, stolen, roaring, blazing,
shining.

VERB DERIVATIVES.

446. Verbs are derived from Nouns:—

(1) *By means of prefixes:—*

Bedew, befriend, encircle, encompass, empower, unheard,
unroof.

(2) *By means of suffixes:—*

Sparkle, lengthen, strengthen.

447. Verbs are derived from Adjectives.

(1) *By means of prefixes:—*

Bedim, embitter.

(2) *By means of suffixes:—*

Shorten, sweeten, soften, lower, cleanse.

448. Verbs are formed from other Verbs.

By means of prefixes:—

Await, besmear, forbid, forget, mislead, foretell, enfold, outlive, uphold, withhold.

ADVERB DERIVATIVES.

449. Adverbs can be formed from many Adjectives by adding *ly*; as, free, *freely*, bold, *boldly*, bitter, *bitterly*, first, *firstly*, merry, *merriely*, pretty, *prettily*.

Some Adverbs are formed from Nouns; as *afoot*, *ashore*, *aside*.

Adverbs are formed from Participles by adding *ly*; as *knowingly*, *willingly*.

Some are derived from Prepositions; as, *upward*, *downwards*, *within*.

COMBINATION OF METHODS.

450. Many words owe their origin to a combination of two or more of the above methods of forming nouns, adjectives, &c.; as, *untruthfulness*, *unenlightened*.

INFLUENCE OF ACCENT.

451. Many words are used both as nouns and adjectives, nouns and verbs, or adjectives and verbs, without any change in pronunciation. But a number of dissyllables have the accent on the first syllable in one case, and on the second in the other. Verbs of this class invariably take the accent on the *last syllable*. The following are examples:

NOUN.	ADJECTIVE.	NOUN.	VERB.
Au'gust	august'	Ac'cent	accent'
Com'pact	compact'	Con'duct	conduct'
Min'ute	minute'	Con'tract	contract'
		In'cense	incense'
		In'crease	increase'
ADJECTIVE.	VERB.	Per'vert	pervert'
Ab'sent	absent'	Pre'fix	prefix'
Pres'ent	present'	Sur'vey	survey'
(adj. or noun)		Tor'ment	torment'
Fre'quent	frequent'	At'tribute (n)	attrib'ute

Also the following trisyllable—

LATIN AND FRENCH PREFIXES.

452. Numerous Latin Prefixes are employed in word-building. Most have come direct from the Latin and are unchanged. Others, which have come to us from the French, are slightly altered; as, *contra*, against, becomes *counter*.

Prefixes take different forms, in some cases, for the sake of euphony. Thus *ad* takes the forms mentioned below.

A-, **ab-**, **abs-**, signifying *from*, *away*; as, *a-vert*, *ab-solve*, *abs-tract*.

Ad- (sometimes becoming **a-**, **ac-**, **af-**, **ag-**, **al-**, **an-**, **ap-**, **ar-**, **as-**, **at-**), *to*; as, *ad-ore*, *as-cend*, *ac-cept*; *af-fix*, *ag-gravate*, *al-lure*, *an-nex*, *ap-peal*, *ar-range*, *as-sist*, *at-tract*.

Ambi-, **amb-**, **am-**, *around*, *about*, *on both sides*; as, *ambi-guous*, *amb-ition*, *am-putate*.

Ante-, **anti-** (French **an-**), *before*; as, *ante-diluvian*, *anti-cipate*, *an-cestor*.

Bene-, *well*; as, *bene-fit*, *bene-volence*.

Bi-, *two*, **bis-**, **bin-**, *twice*; as, *bi-ped*, *bis-cuit*, *bin-ocular*.

Circum- (**circu-**), *around*; as, *circum-navigate*, *cir-cuit*.

Con- (Latin *cum*, French *con*) (**co-**, **cog-**, **col-**, **com-**, **cor-**, French **coun-**), *with*, *together*; as, *con-tract*, *co-here*, *cog-nate*, *col-lect*, *com-mit*, *cor-rection*, *coun-cil*.

Contra-, **contro-** (**counter-**), *against*; as, *contra-dict*, *contro-vert*, *counter-act*.

De-, *down*, *from*; as, *de-pose*, *de-throne*.

Demi-, *half*; as, *demi-god*.

Dis-, **di-**, **dif-**, *apart*, *reversal*; as, *dis-pel*, *di-late*, *dif-fusion*. French **des-**, **de-**, *des-cent*, *de-feat*.

E-, **ex-**, (**ec-**, **ef-**), *out of*; as, *e-duce*, *ex-tract*, *ec-centric*, *ef-face*. French forms **es-**, **is-**, **s-**; as, *es-cape*, *is-sue*, *s-ample*. In the words *amend* and *astonish*, the *e* has become *a*.

Extra-, *beyond*; as, *extra-ordinary*. French **is-**, **s-**; as, *es-trange*, *s-tranger*.

In-, **il-**, **im-**, **ir-**, *in*, *into*, *on*, *against*; as, *in-vert*, *il-lustrate*, *im-pute*, *ir-ruption*. French forms **en-**, **em-**; as, *en-act*, *em-ploy*.

In many words the Prefix can be spelt either as the Latin *in*, or as the French *en*; as, *in-quire* or *en-quire*.

En-, or **em-**, before Nouns and Adjectives changes them into Faculative Verbs, as, *en-joy*, *em-bitter*.

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శ్రీమదురవేదము:

సీసపద్యము

ంగు దులింగజంగమగురుతు దెలిసియు । సత్యగుణములుగలమానవుండుగా ॥
 ౩-వై దుశాము తు సు వాళి, పేరిన్న భయ పడు । పేదల కన్నంబు బెట్టి నటర
 ౧-వై నుల పినుగా విని యుంటి నీ సేను । వారి చరితంబులు వాసి మీర్చ
 ౨-వై వజ్రాలు లేని యాభుక్, తుపీరకై । వంబని మది దల్చు ముందుతు ద్రో
 ౩-వై లుకులను దెన్న పాటంబు బారిపోవు । కలల నేగన్న దుర్కాంతుగరగిపోవు
 గొలువలరమనాకును యుట్టికూర్చి పునుల । ఇలనున్న భావప్రపీరభద్రాభ్యుకధను-

- In-, ig-, il-, im-, ir-, *not*; as, *in*-firm, *ig*-noble, *il*-legal, *im*-portant, *ir*-regular.
- Inter-, *between*; as, *inter*-vene.
- Intro-, *to, within*; as, *intro*-duce. French *entre*; *enter*-tain.
- Juxta-, *near to*; as, *juxta*-position.
- Male-, mal-, *badly*; *male*-volent, *mal*-treat.
- Mis-, French from the Latin *minus*, *less, badly*; *mis*-fortune.
- Non-, ne-, neg-, *not*; as, *non*-sense, *ne*-farious, *neg*-lect.
- Ob-, oc-, of-, op-, os-, *against, in front of*; as, *ob*-ject, *oc*-cur, *of*-fend, *op*-pose, *os*-tentation.
- Pene-, *almost*; *pen*-insular.
- Per-, pel-, *through*; as, *per*-fect, *pel*-lucid, *pil*-grim. French *par*-don.
- Post-, *after*; as, *post*-script.
- Pre-, *before*; as, *pre*-fix.
- Preter-, *past, beyond*; as, *preter*-natural.
- Pro-, por-, pol-, *for, fore, forth*; as, *pro*-noun, *por*-trait, *pol*-lute.
- French pur-, *pur*-pose.
- Re-, red-, *back again*; as, *re*-form, *red*-emption. The presence or absence of a hyphen after *re* in Verbs affects the meaning. To *recover* an umbrella means to get it back; to *re*-cover it means to put a new cover on it.
- Retro-, *backward*; as, *retro*-grade. French *rear*; as, *rear*-guard, *rear*, *arrears*.
- Se-, *aside, apart*; as, *se*-duce, *se*-cede.
- Semi-, *half*; as, *semi*-circle.
- Sine-, sim-, sin-, *without*; as, *sine*-cure, *sim*-ple, *sin*-cere.
- Sub-, suc-, suf-, sug-, sum-, sup-, sus-, *under, after, up*; as, *sub*-treasurer, *sub*-scribe, *suc*-ceed, *suf*-fer, *sug*-gest, *sum*-mon, *sup*-port, *sus*-pend.
- Subter-, *under, beneath*; as, *subter*-fuge.
- Super-, *above, beyond*; as, *super*-natural. French *sur*-, *sur*-vey.
- Trans- (tra-), *across, beyond*; as, *trans*-gress, *tra*-dition. French *tres*-, *tres*-pass.
- Tri-, *three*; as, *tri*-angle, *tri*-une.
- Ultra-, *beyond*; as, *ultra*-liberal, *out*-rage, O. French, *outrage*.
- Unus- (un-, uni-), *one*; *un*-animous, *uni*-form.
- Vice- (vis-), *instead of*; as, *vice*-roy, *vis*-count.
- Many hybrid words are formed by the union of Latin prefixes with English roots; as, *dis*own, *dis*like, *distrust*, *endear*, *enlighten*; *relay*, *recall*, *sublet*, &c.

LATIN AND FRENCH SUFFIXES.

453. These are very numerous, and some of them have different meanings. The principal are given below :—

454. Noun Suffixes.

(1) Denoting chiefly the *agent* or *doer of a thing*.

- an, -ain, -en, *artisan, Roman, captain, warden, citizen.*
- ant, -ent, *merchant, servant, vagrant, student, regent.*
- ary, -ar, -aire, *missionary, notary, scholar, millionaire.*
- ate, -ite, -it, *candidate, advocate, favourite, Israelite, hermit.*
- eer, -ier, -er, *volunteer, engineer, soldier, messenger, prisoner.*
- ess, -trix, signs of feminine, from -ix, and later Latin, -issa.
- iff, -ive, *plaintiff, bailiff, relative, native, captive.*
- or, -our, -eur, *ancestor, doctor, emperor, saviour, amateur.*
- ee, -ey, -y, *grantee, payee, examinee, attorney, jury, levy.*

(2) Denoting *action, being, or state of being*.

- acy, -cy, *accuracy, delicacy, supremacy, secrecy.*
- age, *bondage, marriage, postage, message, damage.*
- al, *arrival, dismissal, refusal, trial, nuptials.*
- ance, -ancy, *abundance, assistance, brilliancy, hesitancy.*
- ence, -ency, *diligence, excellence, patience, decency, urgency.*
- ery, -ry, *cookery, slavery, bravery, bribery, musketry.*
- ice, -ise, -ess, *avarice, justice, exercise, merchandise, prowess.*
- ion, -on, -om, *action, admission, opinion, lesson, ransom.*
- ity, -ty, *scarcity, captivity, equality, certainty, poverty.*
- ment, *agreement, complement, employment, payment.*
- mony, *ceremony, patrimony, matrimony, parsimony.*
- or, -our, -eur, *error, liquor, colour, labour, honour, grandeur.*
- tude, *gratitude, latitude, longitude, magnitude, solitude.*
- ure, *agriculture, capture, departure, pleasure, torture.*
- y, *envy, industry, memory, misery, victory.*

(3) Denoting *Diminutives*.

- el, -le, *parcel, morsel, damsel, angle, buckle, circle.*
- cule, -icle, -cile, -icil, *animalcule, article, domicile, codicil.*
- et, -ot, *bullet, chariot, parrot.*
- ette, *cigarette, novelette, statuette, wagonette.*
- ule, *globule, capsule, pilule, nodule.*

This is also used in a general sense; as, *ridicule*. So with -le; as, *fable, miracle, people*.

455. Adjective Suffixes.

(1) Denoting *of* or *belonging to*.

- al, *animal, mortal, fatal, national, regal, plural.*
- an, -ane, -ain, *pagan, human, humane, mundane, certain.*
- ant, *abundant, ignorant, constant, vacant, brilliant.*
- ar, *singular, solar, lunar, familiar, popular, vulgar.*
- ary, *customary, contrary, ordinary, necessary, secondary.*
- ic, -ique, *aquatic, domestic, public, oblique, unique.*
- il, -ile, -le, -el, *civil, fragile, frail, infantile, cruel, gentle.*
- ine, *canine, asinine, elephantine, masculine, feminine.*
- ory, *prefatory, laudatory, compulsory, promissory.*

(2) Denoting *full of, consisting of, given to*.

- ate, *accurate, fortunate, estimate, obstinate.*
- lent, *opulent, fraudulent, violent, corpulent.*
- ose, ous, *verbose, bellicose, glorious, dangerous, furious.*

(3) *Various meanings.*

- id, *quality ; rapid, timid, acid, stupid, liquid, solid.*
- ble, *power in a passive sense ; curable, portable, incredible.*
- ive, *power actively ; active, transitive, legislative, imitative.*
- escent, *growing, becoming ; putrescent, effervescent, quiescent.*

456. Verb Suffixes.

The following suffixes denote *to make* or *cause to be*, in Verbs derived from Nouns and Adjectives :—

- ate, *agitate, cultivate, facilitate, nominate, separate.*
- fy, *beautify, glorify, magnify, purify, stupefy, simplify.*
- ish, *banish, famish, diminish, publish, replenish, polish.*

The suffix -esce means a state of growing or becoming ; as, *effervesce, coalesce.*

457. GREEK PREFIXES.

- A-, an-, *without, not ; as, a-tom, an-archy.*
- Amphi-, *both, two ; as, amphi-theatre, amphi-bious.*
- Ana-, *up, through, again ; as, ana-tomy.*
- Anti-, ant-, *against ; as, anti-pathy, ant-agonist.*
- Apo-, ap-, aph, *from, away from ; as, apo-state, ap-ologue, aph-orism.*
- Arch-, archi-, *chief, head ; as, arch-bishop, archi-tect.*
- Auto-, *self ; as, auto-graph.*
- Cata-, cati-, *down ; as, cata-slepton, cath-olic.*

- Dis-, di-, *twice* ; as, *di-phthong*, *dis-syllable*.
 Dia-, *through* ; as *dia-meter*, *dia-logue*.
 Dys-, *ill, amiss* ; as, *dys-entery*, *dys-pepsia*.
 Ec-, ex-, *out, from* ; as, *ex-odus*, *ec-centric*.
 En-, em-, *in, on* ; as, *en-demic*, *em-phasis*.
 Endo-, *within* ; *endo-genous*.
 Epi-, *upon, to* ; as, *epi-taph*, *epi-stle*.
 Eu-, ev-, *well, good* ; as, *eu-logy*, *ev-angel*, *ev-angelist*.
 Ex-, ec-, *out, out of* ; as, *ex-odus*, *ec-stasy*.
 Exo-, *without* ; as *ex-ogenous*, *ex-otic*.
 Hemi-, *half* ; as, *hemi-sphere*.
 Hyper-, *over* ; as, *hyper-critical*.
 Hypo-, *under* ; as, *hypo-thesis*.
 Meta-, Meth-, *after, across, beyond* ; as, *meta-phor*, *meta-physics*,
meth-od.
 Para-, par-, signifying *besides* (as if for comparison, and hence it
 sometimes denotes *similarity* and sometimes *contrariety*) ; as, *para-llel*,
par-ody, *para-dox*, *para-ble*, *para-graph*.
 Peri-, *round about* ; as *peri-phery*, *peri-patetic*.
 Pro-, *before* ; as *pro-logue*.
 Syn-, sy-, syl-, sym-, *together, with* ; as, *syn-tax*, *sy-stem*, *syl-lable*,
sym-pathy.

GREEK SUFFIXES.

458. Noun Suffixes.

- ic, -ics, denoting *abstract nouns* ; as, *music*, *logic*, *optics*.
 -isk, a *diminutive* ; as *asterisk*, *obelisk*.
 -ism, -asm, *state of being* ; as, *sophism*, *schism*, *chasm*.
 -sis, -sy, -se, *action* ; *crisis*, *analysis*, *dropsy*, *eclipse*.
 -st, -te, -t, *agent* ; *botanist*, *apostate*, *poet*.
 -ter, -tre, *instrument or place* ; *metre*, *centre*, *theatre*.
 -y, *quality or state of being* ; *philosophy*, *monarchy*, *melancholy*.
 The suffixes -ism and -ist are largely used for English and Latin roots,
 as well as for Greek.

459. Adjective Suffix.

- ic, -ical. Ic is a Greek suffix ; ical has the Latin *al* added to the
 Greek. *Comic*, *comical* ; *magic*, *magical* ; *politic*, *political*.

460. Verb Suffix.

- ize, -ise, *to make* ; *civilize* or *civilise* ; *baptize*, *criticise*. It is used
 like -ism and -ist.

FIGURES OF SPEECH.

461. Language is *figurative* when the words used are not to be understood in their simple and literal signification, but in one suggested by the imagination of the speaker, and therefore appealing to the imagination of the hearer. Figures serve not merely to embellish language, but often to give to it a point and force that it could not otherwise have. Frequently, also, an idea is conveyed by a single figurative word with a clearness and precision that could hardly be attained by any number of words used literally.

462. Figures of speech may be divided into four classes according as they are based on (1) Resemblance, (2) Contrast, or (3) Association, or are merely figures of Construction.

I. FIGURES BASED ON RESEMBLANCE.

463. These are by far the most numerous and important. The resemblance is generally between things *widely different in nature*, and is usually of such a character as to require the play of imagination to detect it. In a figure which assists the understanding by illuminating an idea as by a sudden flash of light, it will invariably be found that the word or words used figuratively *deal with the commoner and more familiar perceptions or thoughts*. In the use of figures of resemblance, the mind draws upon the *simple and concrete* in thought and speech to define, elucidate, or illustrate, the *abstract* and less known.

464. The chief figures of resemblance are (1) Simile, (2) Metaphor, (3) Personification, and (4) Apostrophe. (5) Hyperbole and (6) Euphemism are closely connected with these, and Allegory, Parable and Fable are more or less elaborated modes in which some of them are used for special purposes.

465. Simile is the figure of direct comparison. To explain or illustrate some aspect or relation of the thing spoken of it is compared with something else *essentially different*. Similes are generally expressed by means of such words as *like* or *as*, but it must not be supposed that whenever these words are used there is a simile. The *difference in nature* of the things compared is essential to the figure. In such sentences as "My horse is like yours" or "She is as good as her sister," there is no figure whatever, the individuals compared being of the same class. But in "My horse goes like lightning," or "She is as good as gold," there are similes. The following are examples of this figure:—

- (1) My doctrine shall drop as the rain, and my speech shall distil as the dew.
- (2) Pleasures are like poppies spread,
You seize the flower, its bloom is shed.
- (3) Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears still a precious jewel in its head. (*Shakespeare*).

466. In Metaphor the resemblance between two objects is expressed without the aid of such words as *like*, *as*, etc., by the *simple transfer* of the name itself, or some word or words expressing an attribute or action, from one object to the other. Metaphor has been called the *figure of identification* because the objects compared are, for the moment, treated by the mind as identical. It has also been called *implied simile*, because while the similitude is *recognised* it is not *expressed*.

467. As metaphor invariably implies simile the figures may generally be interchanged, but metaphor is always the stronger and more emphatic, and has the additional point and force that is given by brevity.

- (1) The Assyrian came down like a wolf on the fold. (*simile*)
The Assyrian wolf came down on the fold. (*metaphor*)
- (2) He was a lion in the fight. (*metaphor*)
He fought like a lion in the fight. (*simile*)

468. All language, whether of savage or civilised man, is full of metaphors. The reason of this is to be found in the constant effort which, consciously or unconsciously, all men make to express their more abstract ideas in the simple and familiar language of sense or common experience. Thus we say, a *ray* of hope, a *flash* of wit, a *hard* heart, a *sweet* temper, a *dead* silence, &c. In English a great number of such expressions are in continual use, and their metaphorical character is commonly lost sight of. Such expressions have been very aptly called "fossil poetry."

469. The following are examples of metaphors appropriately used :—

- (1) Stars are the *daisies* that adorn
The *blue fields* of the sky.
- (2) Athens, the *eye* of Greece, *Mother* of arts and eloquence.
- (3) Sleep that knits up the *ravell'd sleeve* of care,
The *death* of each day's life, sore labour's *bath*,
Balm of hurt minds, great nature's *second course*,
Chief nourisher in *life's feast*. (Shakespeare).
- (4) There is a *tide* in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the *voyage* of their life
Is bound in shallows and in miseries.
In such a *full sea* are we now afloat;
And we must take the *current* when it serves,
Or lose our venture. (Shakespeare).

470. **Mixed or Confused Metaphors.**—In the use of metaphors care must be taken not to throw together in the same passage two or more diverse similitudes, but to maintain the same comparison throughout. The following are examples of mixed metaphors—

A torrent of superstition consumed the land. (Here superstition is represented first as *water* and then as *fire*).

Hope, the balm of life, darts a ray of light through the thickest gloom. (Here hope is represented first as a *medicine* and then as a *light*).

471. If a simile follows a metaphor in the development of the same image or thought, the resemblance upon which the metaphor is founded should be continued in the simile; as :—

The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downwards
From an eagle in his flight. (*Longfellow*).

472. In Personification we implicitly assign personality and intelligence to inanimate objects by treating them as living beings or ascribing to them personal attributes or actions.

The gray-eyed morn smiles on the frowning night,
Chequering the eastern clouds with streaks of light.
(*Shakespeare*).

In the following description of the reflection of the stars in the waves of the sea, we have a series of verbs every one of which carries on and develops the figure of personification :—

And every wave with dimpled face
That *leaped* upon the air,
Had *caught* a star in its embrace,
And *held* it trembling there.

473. In *smiling morn, whispering waves, thirsty ground, prattling brooks, angry waves*, etc., we have both personification and metaphor, and such expressions are often called Personal Metaphors.

474. Apostrophe is a form of personification. It consists in a direct address of inanimate things as though they were endowed with life and reason; as :—

- (1) *O death*, where is *thy* sting? *O grave*, where is *thy* victory?
- (2) With *thee*, *sweet hope*, resides the heavenly light.
- (3) *O liberty*, what crimes have been committed in *thy* name!
- (4) *O mischief*, *thou* art swift

To enter into the thoughts of desperate men. (*Shakespeare*).

475. Hyperbole is the figure of *over-statement*. It is often expressive of strong emotion, or is due to the mind's natural love of the marvellous, or to a strong desire to awaken wonder or rouse attention. Hyperbole is generally allied with either metaphor or simile. The following are examples of this figure:—

- (1) With the rapidity of lightning the dragoons charged.
- (2) So frowned the mighty combatants, that hell
Grew darker at their frown. (*Milton*).
- (3) The sky shrank upwards with unusual dread,
And trembling Tiber dived beneath his bed. (*Dryden*).
- (4) I could a tale unfold whose lightest word
Would harrow up thy soul, freeze thy young blood,
Make thy two eyes, like stars, start from their spheres,
Thy knotted and combined locks to part
And each particular hair to stand on end
Like quills upon the fretful porcupine. (*Shakespeare*).

476. Euphemism is the figure of *under-statement*, and is in that respect the opposite of Hyperbole. By euphemism we tone down the language in which we refer to things harsh or unpleasant. If we speak of death as "a happy release," or refer to one who is habitually given to falsehood as "occasionally deviating from the strict truth," we employ *euphemisms*. So does the historian who describes the later life of Henry VIII. as "sadly clouded by domestic disagreements."

477. An Allegory is a story in which the things spoken of are not introduced for their own sakes, but as representing other things which are the real subject of the story. There is always more or less resemblance between the things actually spoken of and those which they are used to represent, and the true meaning of the allegory is unfolded as the story proceeds. Bunyan's *Pilgrim's Progress* is an allegory, in which, under the guise of a pilgrimage, Bunyan sets forth the incidents of the Christian's life, his struggle with evil, his encouragements and discouragements.

ments, etc. Allegory cannot properly be classed under Metaphor, though it is closely allied to it.

473. A **Parable** is a short allegory, in which the common incidents and events of daily life are used to illustrate or enjoin some moral truth. The most perfect examples of parable are to be found in the *New Testament*.

479. A **Fable** is in many respects similar to a parable. It is a short story based upon personification. Its incidents, therefore, are not the incidents of common life, but imaginary and impossible ones. The fable is, like the parable, used to point or enforce some moral truth; as, the fable of *The Fox and the Grapes*, or any of *Æsop's*.

II. FIGURES BASED ON CONTRAST.

480. **Antithesis** is the figure of simple contrast, and is used when two epithets or phrases of almost opposite meaning are placed side by side, or in close succession; as:—

- (1) Speech is silvern, but silence is golden.
- (2) Contrasted faults through all his manners reign;
Though poor, luxurious; though submissive, vain;
Though grave, yet trifling; zealous, yet untrue;
And e'en in penance, planning sins anew. (*Goldsmith*).

481. **Epigram** is the figure of wit. Its point consists in the coupling of words or phrases which apparently contradict each other. An epigram is usually a short, pithy saying, the true meaning of which is in contrast with the merely literal meaning of the words employed; as:—

- (1) The child is father to the man.
- (2) When all speak, none hear.
- (3) A little more than kin and less than kind. (*Shakespeare*).

482. **Irony** is the figure of *disguise* or *dissimulation*. What is meant is the opposite of what is said; but what is said is uttered in such a manner, or under such circumstances, as to make it perfectly clear that the opposite is

intended. What is said is generally complimentary and what is intended derogatory. Irony, it has been said, "praises in ridicule and thus condemns with scorn." Thus:
No doubt ye are the people and wisdom will die with you.

III. FIGURES OF ASSOCIATION.

483. Metonymy is the substitution of the name of one thing for that of another, the context showing clearly what is meant. It may be the *cause* for the *effect*, the *place* for the *inhabitant*, the *sign* for the *thing signified*, etc.; as:—

- (1) The *sceptre* shall not depart from Judah (i.e., the *royal power*).
- (2) When he had drunk the *fatal cup* (i.e., the *poison in it*).

484. Synecdochy is the figure by which the part is put for the whole, or the whole for the part, the context again showing what is really intended; as:—

- (1) A score of *summers* have passed away (i.e., *years*).
- (2) *Gray hairs* are here and there upon him (i.e., *signs of age*).

IV. FIGURES OF CONSTRUCTION.

485. Transferred Epithet. This consists in the transfer of an epithet from the person or living being to whom it actually belongs to some inanimate thing; as:—

The ploughman homewards plods his *weary way* (i.e., the *weary ploughman* homeward plods his way).

This figure must not be confounded with personification with which it has nothing in common save the grammatical order of words. It is merely a figure of construction.

486. Interrogation is the figure whereby an interrogative form is used without an interrogative sense; the purpose being not to ask a question but to make an *emphatic assertion*; as:—

He that planted the ear, shall He not hear? He that formed the eye, shall He not see?

487. The figure of **Exclamation** is an exclamatory form similarly used to make a *strong assertion*, which may or may not be accompanied by intense feeling; as:—

- (1) What a terrible accident it was!
- (2) Oh! what a noble mind is here o'erthrown. (*Shakespeare*).
- (3) How do Thy mercies close me round! (*Wesley*).

488. **Climax** is a figure in which the sense advances by successive steps from what is of less to what is of more importance or interest. The name means a *ladder*, an *ascending scale*. Climax may apply equally to a series of words in a sentence, to a series of sentences in a paragraph, or to a series of paragraphs. The following passages contain climaxes:—

- (1) This our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything. (*Shakespeare*).

(2) Actions approved by the conscience are commended to practice; when practised they become easy and then pleasurable, and are in consequence frequently repeated. But frequent repetition engenders habit; and thus what at first was difficult becomes in time almost a second nature.

(3) Giving all diligence add to your faith, virtue; and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness; and to godliness, brotherly kindness; and to brotherly kindness, charity. (*St. Paul*).

489. **Anti-Climax** or **Bathos**, is the opposite of Climax. It is a descent from the higher to the lower, from the sublime to the ridiculous. Hood's poems are full of anti-climaxes; as:—

- (1) (the storm) seemed to rise
Bulky and slow upon the southern brink
Of the horizon,—fanned by sultry sighs,—
So black and threatening, I cannot think
Of any simile, except the skies
Miss Wiggins sometimes shades in Indian ink.

- (2) For months still I lingered in hope and in doubt,
While her form it grew wasted and thin;
But the last dying spark of existence went out,
As the oysters were just coming in.

PUNCTUATION.

490. PUNCTUATION is the art of indicating with greater clearness, by points or stops, the meaning of sentences, and the pauses to be made in reading and speaking.

491. The principal points are, the Comma (,) which represents the shortest pause; the Semicolon (;) which marks one longer, and separates clauses less closely connected; the Colon (:) which marks a longer pause still, and looser connection of clauses; and the Period (.) or full stop, which indicates that the sentence is completed.

THE COMMA [,].

492. When several words of the same class follow one another, without conjunctions, commas are placed between them; as, Reputation, virtue, happiness greatly depend on the choice of companions.

(1) When several words of a class follow each other, a comma is placed between the last two, although the conjunction is expressed; as, Ireland, France, Spain, and Portugal, are in the west of Europe.

When words of the same class follow each other in pairs, a comma is placed between each pair; as, Truth is fair and artless, simple and sincere, uniform and constant.

(2) The members of a compound sentence, an introductory clause and the rest of a sentence, are generally separated by commas; as, He studies diligently, and makes great progress.

(3) *Co-ordinate* clauses are separated by commas; as, The judge, having heard the evidence, gave his decision. When a clause is *restrictive*, no comma is used; as, A judge receiving bribes cannot administer justice.

(4) When *that* is a *conjunction*, a comma is usually placed before it; as, Be diligent, that you may prosper.

(5) Words denoting the person or object addressed, and words placed in apposition, are separated by commas; as, My son, give me thy heart.

(6) Words which express opposition or contrast are separated by a comma; as, He was learned, but not pedantic.

(7) When a verb, or any other important word, is omitted, its place is sometimes supplied by a comma; as, From law arises security; from security, inquiry.

(8) Adverbial and modifying words and phrases are sometimes separated by commas ; as, Finally, let me repeat what I stated before.

(9) Explanatory clauses are separated by commas ; as, The vessel was oblong, three feet in length, two feet in breadth, and eight inches in depth.

(10) A word or phrase emphatically repeated, is separated by a comma ; as, Turn ye, turn ye, why will ye die ?

THE SEMICOLON, [;].

493. When a sentence consists of two parts, the one complete in itself, and the other added as an inference, or to give some explanation, they are separated by a semicolon ; as, Economy is no disgrace ; for it is better to live on a little, than to outlive a great deal.

When a sentence contains an enumeration of several particulars, the clauses are generally separated by semicolons ; as, Philosophers assert that Nature is unlimited in her operations ; that she has inexhaustible treasures in reserve ; that knowledge will always be progressive ; and that all future generations will continue to make discoveries of which we have not the slightest idea.

THE COLON, [:].

494. When a sentence consists of two parts, the one complete in itself, and the other containing an additional remark, the sense but not the syntax of which depends on the former, they are separated by a colon ; as, Study to acquire the habit of thinking : no study is more important.

When an example or quotation is introduced, it is sometimes separated from the rest of the sentence by a colon ; as, The Scriptures give us an amiable representation of the Deity in these words : " God is love."

THE PERIOD, [.]

495. The Period is used at the end of all sentences, unless they are interrogative or exclamatory ; as, Cultivate the love of truth.

The Period is also used after abbreviations ; as, K.C.B., for Knight Commander of the Bath.

VARIOUS MARKS.

496. The Note of Interrogation (?) is used after sentences which ask questions ; as, Whence comest thou ?

497. The Note of Exclamation (!) is used after words or sentences which express emotion.

It is used either immediately after *Ah*, or after the next word ; as, *Ah ! me*, or *Ah me !* With *O* it is used after some intervening word ; as, *O my friends !*

498. The Dash (—) is used to mark a break or abrupt turn in a sentence ; as,

Here lies the great—False marble, where ?
Nothing but sordid dust lies here.

499. The Parenthesis () is used to enclose an explanatory clause or member of a sentence, not absolutely necessary to the sense ; as,

Know then this truth (enough for man to know),
Virtue alone is happiness below.

The dash is sometimes used to enclose a parenthetical clause.

500. An Apostrophe (') is used in the following cases :

- (1) When a letter is left out ; as, *There's a way ; lov'd.*
- (2) When a word is shortened ; as, *tho' for though.*
- (3) To denote the possessive case of nouns ; as, *John's book.*
- (4) To indicate the plural of letters and figures ; as, *7's ; mind your p's and q's.*

501. Quotation marks, inverted commas (" "), are used to indicate a quotation.

A quotation within a quotation is usually marked by single inverted commas (' '). " But one in a certain place testified saying, ' What is man, that Thou art mindful of him ? ' "

502. Brackets [] are used to enclose a word or phrase which supplies an omission or corrects a mistake.

503. A Brace connects two or more words or lines ; as,

{ He almost succeeded alone,
He succeeded almost alone.

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